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ABSTRACT

The goals of career education at the junior high school level are self-knowledge and an awareness of the occupational world. The curriculum guide provides an integrated approach to career instruction. The introduction presents major objectives for the program and key concepts for career education. An overview of grade 8 lesson guides presents the major objectives for each subject. The 33 activities for grade 8 are divided into the major curriculum areas of: art, English, health and physical education, home economics, industrial arts, mathematics, science, social studies, and special education. The overview of grade 7 lesson guides introduces the 31 activites that cover English, home economics, industrial arts, mathematics, science, and social studies. Each lesson is organized under the major headings of: general purpose and pupil objectives, and the subheadings of: techniques, materials, evaluation, and unit reference. Handouts and sample forms supplement several lessons. Appendix A consists of the occupational clusters that are utilized. Appendix B lists related occupations in each cluster. Appendix C provides a suggested outline for speakers or reports. Appendix D is a resource list, and Appendix E contains suggestions for field trips. Appendix F gives sample test items, and Appendix G lists pre-recorded tapes. (JB)

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A CAREER EDUCATION CURRICULAR MODEL

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Caesar Rodney Junior High School

CE00 394

ED107859

A CAREER EDUCATION CURRICULAR MODEL

FOR

JUNIOR HIGH SCHOOL STUDENTS

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District Superintendent

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Director of Secondary Education
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CAESAR RODNEY SCHOOL DISTRICT

CAMDEN, DELAWARE

SUPERINTENDENT'S STATEMENT

Under the direction of a full-time Career Guidance and Curriculum Coordinator, teachers and students at the Caesar Rodney Junior High School, working with lay people from the community, have spent the last thirty months developing, implementing, and testing a model "Career Education Curriculum for Junior High School Students".

This totally integrated curriculum cuts across all of the student's educational experiences and runs through the entire Junior High School curriculum, providing all students the opportunity to study all occupational clusters. Through field trips, hands-on approaches, classroom exploration and research, students are provided the opportunity to examine more closely those clusters that have the greatest personal appeal.

The Caesar Rodney School District is pleased to have had this opportunity to better serve its students through the development of this curriculum. If you feel this curriculum can be beneficial to you in helping to meet the needs of your students, feel free to use it.

F. Niel Postlethwait
Superintendent
Caesar Rodney School District

FOREWORD

As a result of the career education program at the junior high school level, students are encouraged to explore a wide range of occupations. This activity helps to educate them to make intelligent decisions and leaves them absolutely free to make their own choice as to their life's career. Career education recognizes critical decision points when students must be prepared to decide whether to pursue a job, to seek further education, or, for a limited period of time, combine the two.

This Career Education Curricular Guide was developed to give each teacher suggestions as to how one may provide exposure of career information to students. The information in this booklet may be used verbatim, or it may be used as a reference for adapting one's own ideas for teaching about the world of work. In no way is this guide intended to take the place of teacher originality, creativity, or ingenuity.

ACKNOWLEDGEMENTS

A special word of thanks and appreciation is extended to the teachers and the Guidance Department staff of Caesar Rodney Junior High School for their pioneering efforts in helping to develop this career education curricular guide; to Mr. Buckworth, Mr. Tisinger, and the teachers who helped with the revision of the guide in the August workshop of 1972; and to the teachers and department heads who have continuously helped with suggestions and revision of the guide throughout the 1972-73 school year.

Appreciation is also extended to the members of the Guidance Department who instructed the staff on the use of the Dictionary of Occupational Titles and the Occupational Outlook Handbook during the one-day workshop in 1973.

The front cover design was taken from the DHEW Publication No. (OE) 73-00501 entitled, "Career Education .

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INTRODUCTION

The goal of career education at the junior high school level is to educate the student about the work opportunities in the technical world in which he lives. Student exposure and exploration of the world of work will both broaden his knowledge of occupations and also may serve as a means of discovering how he fits into that world.

The school has a definite responsibility to assist each student in developing an understanding of himself and of his vocational environment. Armed with this self-knowledge and an awareness of the occupational world, the student will be better able to choose a career that will suit his academic, social, and emotional needs.

The career education program should cover a wide occupational range of the society. To facilitate this objective, career education should permeate the entire school curricula.

The following areas are pertinent:

Art	Mathematics
English	Music
Health and Physical Education	Science
Home Economics	Social Studies
Industrial Arts	Special Education

It is recommended that career instruction be integrated into each of the above areas for a minimum of seven class hours per section at various intervals throughout the year. One advantage of the integrated approach

is that it gives more meaning to class instruction when career opportunities are made relevant to the material that has been recently studied. Field trips, with the exception of the time spent traveling to and from the site, may be considered as class time.

If career instruction cannot be easily incorporated using the integrated approach, it could be taught as a unit at the beginning of the year. This will help the student to understand the value of your course of instruction relative to career opportunities.

OBJECTIVES

The student will be able to:

1. Differentiate between the fifteen occupational clusters developed by the U. S. Office of Education.
2. Identify and describe at least one career possibility from three of the fifteen occupational clusters.
3. Describe the occupational skills used by any three different workers, identify at least three personal characteristics needed to enter these occupations, and list one contribution each worker makes to both society and himself.
4. Describe the importance of keeping up to date with the occupational outlook.
5. Identify one's interests, aptitudes, and abilities as they relate to his general career objectives.
6. Identify at least three desirable personal characteristics that most employers expect in an applicant.
7. Make a written job application with at least 80% accuracy.
8. Identify at least two methods of locating employment.
9. List at least three important reasons for working.
10. Demonstrate the development of a favorable attitude towards career orientation by responding more positively on the post-test than on the pre-test of the Wiggins Career Priority Survey.
11. Demonstrate, with at least 80% accuracy, the achievement of career education concepts taught in the classroom.

KEY CONCEPTS OF CAREER EDUCATION*

1. Preparation for successful working careers is a key objective of all education.
2. Every teacher in every course will emphasize the career relevance of that subject matter. Every teacher in every course at every level can contribute to occupational preparation by emphasizing career implications of traditional subject matters.
3. Programs of self-assessment will provide decision making experience to support career development.
4. "Hands-on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learner wherever possible.
5. Preparation for careers should give as much attention to work attitudes, human relations, skills, orientation to nature of the work-a-day world, exposure to alternatives in career choices, etc., as to actual job skills. Students should be made aware in their school experience that "man works." Utilize interrelationships between home, family, community, and occupational society.
6. Learning will not be reserved for the classroom, but learning environments will be identified in the home, the community, employing establishments and coordinated by the school.
7. Beginning in early childhood, continuing through regular school years, allowing the flexibility of youth to leave for experience and return to school for further education--a place for adult training--and, finally, productive use of leisure time and of retirement--career education is a lifelong learning process.

8. Business and labor, private and public employers must actively contribute to the goals of career education by assisting in the cooperative study needed by students, teachers, and counsellors.

9. Career education will not absorb or bury all education. Citizenship, culture, family responsibility will still be there, but career education will have equal status.

10. Career education offers a meaningful adjunct to existing educational programs which promises to increase student motivation while at the same time providing relevant service to society. It is not simply a short-term educational "fad"; neither is it a single unified program. Career education has already found expression in a variety of programs at all levels of education in all parts of the nation.

*Hoyt, Kenneth B., et al., Career Education: What It Is and How to Do It, Salt Lake City, Olympus Publishing Co., 1972

GRADE EIGHT*

*The initial stages of program development involved only the eighth grade. Subsequently, provisions were made to implement career education concepts at the seventh grade level. Therefore, to reduce the amount of time and materials for printing, the seventh grade section was included after the eighth grade section.

OVERVIEW OF GRADE EIGHT LESSON GUIDES

ART

General Purpose:

1. To present the various areas of employment in the art field.
2. To provide student exposure to art in community areas.
3. To evaluate the student's capabilities and interests and how they relate to employment.
4. To expose the student to simulated situations that he will be realizing in the future.

ENGLISH

General Purpose:

1. To intrcduce the student to the concept of occupational study.
2. To indicate individual interests in various activities and to introduce the student to resource and reference materials.
3. To encourage the student to research his occupational interests.
4. To show that present attitudes and habits affect the student's chance of success in the future.
5. To familiarize the student with ways to locate and apply for jobs.
6. To introduce the interview as being a very prominent factor in obtaining a job.

HEALTH AND PHYSICAL EDUCATION

General Purpose:

1. To cause the student to become aware of the multitude of health careers and vocations that are available.

HOME ECONOMICS

General Purpose:

1. To acquaint the student with occupations related to clothing and textiles.

2. To introduce the student to the broad categories of occupations and how clothing and textile occupations are related to these categories.

3. To provide the student with a background of occupations related to clothing and textiles.

INDUSTRIAL ARTS

General Purpose:

1. To show the wide range of occupations which might be classified as unskilled, semi-skilled, and skilled in the fields related to industrial arts.

2. To allow the student to do research in his field of interest.

MATHEMATICS

General Purpose:

1. To acquaint the student with the necessary procedures of figuring a budget.

2. To develop an understanding of installment buying.

3. The student will understand the procedure for buying on the installment plan.

SCIENCE

General Purpose:

1. To have the student assess his capabilities.

2. To cause the student to become aware of science-related career opportunities.

3. To have the student research careers in earth science.

4. To identify major sources of air pollution.

5. To demonstrate an understanding of the effect of air pollution on human health, vegetation, property, and weather.

6. To demonstrate what is being done about air pollution and to describe ways to reduce and control the effects of it.

7. To identify the occupations and professions involved with reducing and controlling air pollution.

SOCIAL STUDIES

General Purpose:

1. To develop an understanding of the changing job patterns brought about by automation.

2. To develop an understanding of child labor laws and their practical application in Delaware.

3. To develop an understanding of the Social Security system as it applies to the student both as a future contributor and beneficiary.

4. To acquaint the student with labor unions in American industry.

SPECIAL EDUCATION

General Purpose:

1. To introduce the student to the subject of "work," otherwise known as occupation, vocation, and/or profession.

2. To lead the student to think carefully about choosing the job that is right for him.

3. To acquaint the student with part-time jobs in which he can earn money after school and during vacations.

EVALUATION

Each instructional area has suggested evaluative techniques. However, the following techniques may also be incorporated:

Direct observation

Interviews

Inventories

Preparation of tests by pupils

Questionnaires

Rating scales

Surveys

The teacher is urged to devise other methods of measuring change.

Evaluations of this career education program have been conducted by Bivens and Associates in the fall of 1972 and the spring of 1973. As the program progresses, there will be additional evaluations made by Bivens and Associates or others at six-month intervals.

ART

ART

General Purpose 1: To present the various areas of employment in the art field.

Pupil Objective: The student will:
Distinguish between different occupations in the art field.

Techniques	Materials	Evaluation	Unit Reference
Instruction period combined with individual probing during class	Booklets (such as graphic art magazines; pamphlets on commercial art, showing how art functions in everyday life; newspapers; books; advertising; fashion illustrations; architecture; interior decoration; etc.)	Open discussion Written critique	

ART

General Purpose 2: To provide student exposure to art in community areas.

Pupil Objective: The student will:
Identify areas in his environment that relate to art.

Techniques	Materials	Evaluation	Unit Reference
Field trips: Delaware Art Museum Delaware State News	Transportation: bus or car	Open discussion: what the students thought and their reactions in general to the field trips.	

ART

General Purpose 3: To evaluate the student's capabilities and interests and how they relate to employment.

Pupil Objective: The student will:
Explain how natural attributes, abilities, and personality relate to job opportunities.

Techniques	Materials	Evaluation	Unit Reference
Kuder Interest Survey	Profiles of Kuder	The student will write a self-analysis (natural attributes, likes and dislikes, personality, etc.). Subjective observation of student engaged in discussion.	

ART

General Purpose 4: To expose the student to simulated situations that he will be realizing in the future.

Pupil Objective: The student will:
Describe three future job opportunities.

Techniques	Materials	Evaluation	Unit Reference
Use of the filmstrip	Filmstrip projector Record player Filmstrips: 1. "Why Work at All?" 2. "Choosing Your Career" 3. "Your Job" 4. "Liking Your Job and Your Life" 5. "Preparing for the World of Work"	Written critique of the filmstrip Description of three job opportunities	

ENGLISH

ENGLISH

General Purpose 1: To introduce the student to the concept of occupational study.

Pupil Objectives: The student will:

a. List past and present paying jobs.
b. Categorize jobs into general occupational fields.
c. Define terms: interest, attitude, ability, and aptitude.
d. Identify the advantages of adequate education and training.
e. Identify decisions based on realistic appraisal of facts about available opportunities, potential obstacles, and self-knowledge.
f. List occupations that relate to his early experiences (example: hobbies).

Techniques	Materials	Evaluation	Unit Reference
Teacher/Pupil Question-Answer Individual Pupil Study, Teacher/ Pupil Question-Answer Class viewing of filmstrip Individual Pupil Study and Evaluation (with teacher guidance as needed)	Chalkboard Student notebook entitled, Occupational Study Notebook paper titled, "Thinking About Jobs" Dictionary Notebook paper titled, "Definitions" FS/Tape: "What You Should Know About Work," Part 1, 14 min., Guidance Associates Filmstrip projector Cassette Notebook paper titled, "Looking Where Present Interests Could Lead"	Student will state, in writing, which, if any, of the listed jobs or fields he might consider for a full-time occupation. Definition of terms used: interest, attitude, ability, aptitude. The student will write a paragraph on the capabilities he will need for a certain occupation. Student will outline favorite courses, special interests, and hobbies. For each listed item, student will list one occupation to which it could lead.	

ENGLISH

General Purpose 2: To indicate individual interests in various activities and to introduce the student to resource and reference materials.

Pupil Objectives: The student will:
a. Indicate three areas of occupational interest.
b. Identify reference materials (example: Dictionary of Occupational Titles).

Techniques	Materials	Evaluation	Unit Reference
Check and double-check appropriate columns according to directions on Interest Check List. List code numbers which follow areas indicating special interests. Translate code numbers into general fields of occupations. Locate fields of general interest. Survey positions available in general fields.	Form: Interest Check List (Division of Guidance and Testing, State Department of Education, 751 N. W. Boulevard, Columbus, Ohio 43212) Copy added Books: Dictionary of Occupational Titles Notebook paper titled, "Areas of Interest"	Student will outline at least three specific jobs in each general field of interest. Student will list at least one position which offers some interest to him.	

ENGLISH

General Purpose 3: To encourage the student to research his occupational interests.

Pupil Objectives: The student will:
a. List two sources found in the Guidance Office and Media Center which could be used for researching job information.
b. Evaluate a researched occupation.

Techniques	Materials	Evaluation	Unit Reference
Individual student or class activity searching occupational interests. 1. Guidance Office 2. Careers Office 3. Media Center	Possible sources: 1. Guidance Office or Careers Office a. Pamphlets b. Occupational Library c. Occupational Outlook Handbook d. Dictionary of Occupational Titles e. Microfilm f. Visual aids 2. Media Center a. Card Catalog Ditto: "Guide for Studying an Occupation"	Student will state two sources he could use for researching the position he selected. Upon completion of ditto, student will state why the researched occupation was appealing, disappointing, or of no interest.	

ENGLISH

General Purpose 4: To show that present attitudes and habits affect the student's chance of success in the future.

Pupil Objectives: The student will:

a. Appraise specific characteristics in the following areas: physical traits, work habits, mental characteristics, social attributes, moral/spiritual beliefs, and responsibility.
b. Analyze personal traits by comparing information from several charts.
c. Compare picture of oneself with that which others have.
d. Compare each characteristic with its counterpart in the business world.
e. Individually evaluate traits to determine what kind of business risk each student presently is taking.

Techniques	Materials	Evaluation	Reference
Appraisals completed by: 1. Individual student 2. Others (ex., parents, friends, teacher, etc.) Teacher-led activities	Ditto: "Self-Rating Chart" Several completed self-rated charts Ditto: "Self-Rating Graph" Notebook paper titled, "Analyzing Myself"	Student appraisal will plot information according to directions stated on graph. Student will outline: I. Strong areas II. Weak areas Analyzing personal traits. Student will outline the following: III. Number of times overrated IV. Number of times underrated V. Number of times comparable VI. Areas overrated VII. Areas underrated VIII. Areas comparable IX. Traits that are well developed X. Traits that need development. Student will develop paragraphs using topic sentences similar to the following:	

General Purpose 4 (continued)

Techniques	Materials	Evaluation	Unit Reference
		I. According to self-rating graph, the picture I have of myself is: (Include statistics from chart for support.) II. According to my traits, my chances of succeeding in the business world are: (Reach own conclusion.)	

ENGLISH

General Purpose 5: To familiarize the student with ways to locate and apply for jobs.

Pupil Objectives: The student will:
a. List places where job information can be found.
b. List requirements of working students under age 18.
c. Complete sample job application form.
d. Write letter of application.

Techniques	Materials	Evaluation	Unit Reference
Class viewing of filmstrip Individual note taking Individual study and work session Teacher demonstration and explanation Handouts for students: ditto sheets	FS/Tape: "What You Should Know Before You Go to Work," Part 2, 15 min., Guidance Associates Filmstrip projector Cassette Notebook paper titled, "Job Information" Ditto: "Timed Test on Following Directions" Ditto: "Sample Application" Ditto: "Business Letters" Notebook paper for letter	Student will list at least five places where job information can be obtained. Student will list three items needed before persons under age 18 can work. Student will complete all blanks on form as if he were applying for a specific job. (If arrangements can be made in advance by teacher, applications may be given to various local companies to determine those persons they would call for personal interviews.) Student will correctly write and address a practice letter of application to a company for a specific job. (If Lesson Plan #2 was used, student should be encouraged to apply for a job that he researched.)	

ENGLISH

General Purpose 6: To introduce the interview as being a very prominent factor in obtaining a job.

Pupil Objective: The student will:
List personal traits that employers observe during the interview.

Techniques	Materials	Evaluation	Unit Reference
Class viewing of filmstrip Individual note taking	Individual letters of application and forms Filmstrip: "Your Job Interview," Guidance Associates (2 parts, should be previewed by teacher)	Follow role-playing situations. Class members will evaluate probable success of applicant in obtaining position, based on what he has learned. (List on board: excellent, good, poor, and orally ask questions.)	

ENGLISH

SELF-RATING CHART

1. Seldom
2. Sometimes
3. Generally
4. Usually
5. Always

NAME _____

SECTION _____

Check (✓) Proper Box

	5	4	3	2	1
I. Physical Traits					
A. Do I have good personal hygiene?					
B. Do I possess vitality?					
C. How regularly do I attend school?					
D. Is my appearance good?					
II. Work Habits					
A. Do I do only my own work without talking?					
B. Am I ready to start working as soon as I enter the room?					
C. Do I listen to and follow directions exactly?					
D. Do I complete all my work?					
III. Mental Characteristics					
A. Is my mind open to new suggestions?					
B. Am I curious about new things I can learn?					
C. Do I possess the will to do?					
D. Do I have constructive imagination?					
E. Do I read and try to understand directions before asking questions?					
F. Do I do more work than is required?					
G. Do I use the library regularly?					
H. Do I bring in related material to the class?					
IV. Social Attributes					
A. Do I have a genuine interest in other people?					
B. Do I work well as a member of a group?					
C. Am I considered dependable by my classmates, teachers?					
D. Can I express myself effectively?					
E. Do I think of how my action and speech will affect others before I act or speak?					
F. Do I keep order in my section of the room by behaving?					
G. Am I courteous to my fellow students and teachers?					
H. Do I show an active interest in every class activity?					

ENGLISH

SELF-RATING CHART (continued)

1. Seldom
2. Sometimes
3. Generally
4. Usually
5. Always

NAME _____

SECTION _____

Check (✓) Proper Box

	5	4	3	2	1
V. Moral and Spiritual Beliefs					
A. Do I set high standards for myself?					
B. Do I possess moral courage?					
C. Do I have a time appreciation of worthwhile things?					
VI. Responsibility					
A. Am I on time for class with my work?					
B. Do I behave during the teacher's absence?					
C. Do I bring needed materials to class daily?					
D. Do I take part in class discussions?					
E. Do I control myself so that I need not be spoken to individually because I have not listened to class instructions or followed class regulations?					

ENGLISH

SELF-RATING GRAPH

DIRECTIONS:

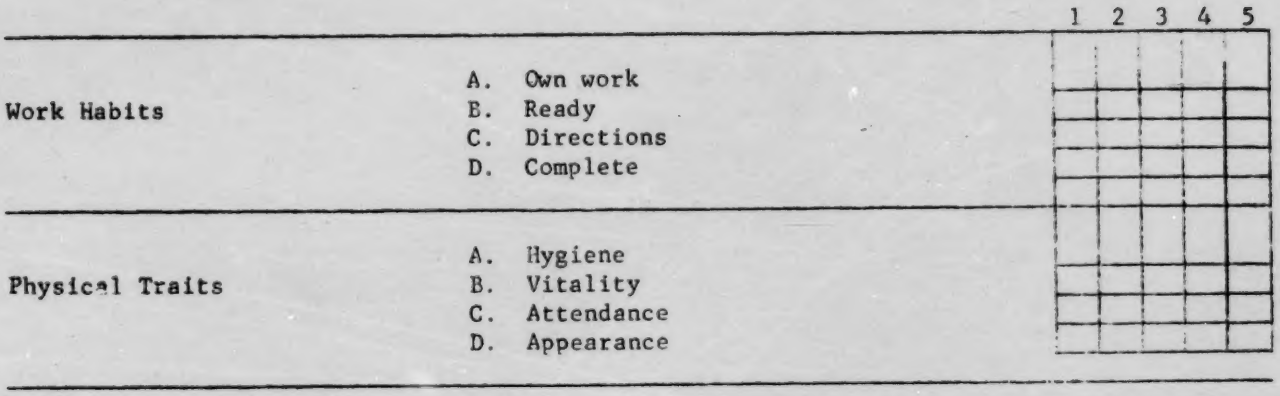
1. Add total of all self-rating charts for each item. Find the average.
2. Lightly shade block to indicate average for each item.
3. In ink, put an X on each item to show how you rated yourself.
4. Add total of each trait in an area and find average for each of the six areas. Write the average in the block.
5. On paper titled, "Analyzing Myself," outline the following:

I.	Strongest areas	VI.	Areas I overrated
II.	Weakest areas	VII.	Areas I underrated
III.	Number of times I overrated	VIII.	Areas comparable
IV.	Number of times I underrated	IX.	Traits that are well developed
V.	Number of times comparable	X.	Traits that need development

		1	2	3	4	5
Responsibility	A. On time					
	B. Behavior					
	C. Materials					
	D. Take part					
Moral/Spiritual	A. Standards					
	B. Moral courage					
	C. Appreciation					
Social Attributes	A. Interest					
	B. Group work					
	C. Dependable					
	D. Express					
	E. Think					
	F. Keep order					
	G. Courteous					
	H. Interest					
Moral Characteristics	A. Open mind					
	B. Curious					
	C. Will to do					
	D. Imagination					
	E. Directions					
	F. More work					
	G. Library					
	H. Related materials					

ENGLISH

SELF-RATING GRAPH (continued)



ENGLISH

BUSINESS LETTER

When writing a business letter . . .

1. Be sure your letter is neat.
2. Use plain white stationery.
3. Use only one side of the paper.
4. Use a second sheet of paper if necessary.
5. Use a typewriter if possible.
6. If no typewriter is available, use a pen and dark blue or black ink. Never write a businesss letter in pencil.
7. Be as brief as possible.
8. Fold the letter properly.
9. Write your return address in the upper left corner of the envelope.
10. Keep a copy of the letter.

FORM OF A BUSINESS LETTER

Heading _____
_____
_____

Address of Firm _____
_____
_____

Salutation _____

Message _____
_____
_____

Closing _____

Signature _____

ENGLISH

PARTS OF A BUSINESS LETTER

HEADING

The heading of a business letter, like a social letter, should always include your complete address and the date and is usually written with no punctuation at the end of each line.

INSIDE ADDRESS

When writing to a company, put the complete name and address of the firm above the salutation.

When writing to a person, include his full name and title as well as his address.

BUSINESS SALUTATIONS

In writing to a:	Use this salutation:
Company	Gentlemen:
Man	Dear Sir:
Single Woman	Dear Miss Dorn:
Married Woman	Dear Mrs. Low:
	Dear Madam:
Person of Rank	My dear Governor:

CLOSING

For business letters you may use complementary endings like these:

Very formal	Respectfully yours,
Formal	Very truly yours,
Informal	Yours truly,
	Sincerely yours,
Friendly	Sincerely,

BUSINESS SIGNATURES

In signing a business letter, always write your name in full:

Man	William A. Talb
Single Woman	(Miss) Etta Carney
Married Woman	Jane A. Roman
	(Mrs. Paul Roman)

PARTS OF A BUSINESS LETTER (continued)

BUSINESS SIGNATURE
(continued)

If you have an official position, you may write your title after or under your signature:

(Miss) Isabel Low
Executive Secretary

Edward T. Cone
Chairman

ENGLISH

EXAMPLE OF A BUSINESS LETTER

APPLYING FOR A POSITION

236 East 148 Street
Bronx, New York 10454
March 12, 19--

Box 59
New York Times
229 West 43 Street
New York, New York 10036

Gentlemen:

In reply to your advertisement in last Sunday's New York Times, I should like to apply for the position of sales clerk.

I am twenty-two years of age and have had two years of experience with a large department store, selling women's dresses.

I have excellent references from my former employer, and I shall be glad to furnish them upon request.

When may I call for an interview?

Very truly yours,

(Miss) Mary Stanley

ENGLISH

ADDRESSING AN ENVELOPE

Mrs. Sarah Smith
67 Park Avenue
New York, N. Y. 10016

S T A M P

Mrs. John C. Cort

44 Madison Avenue

New York, N. Y. 10010

Write the name and address of your friend near the center of the envelope. Leave a margin all around the address.

Write your own name and address in the upper left corner so that the letter can be returned to you if the postman cannot find the person to whom the letter is sent.

Be sure to include the ZIP Code number in each address. Your Post Office can give you your ZIP Code.

ENGLISH

GUIDE FOR STUDYING AN OCCUPATION

NAME _____

SECTION _____

I. Classification

A. General

B. Specific

C. Name of particular job

II. Five duties required by this job

A. _____

B. _____

C. _____

D. _____

E. _____

III. Education or training needed

A. Skills needed

B. Type of training

C. Courses needed in high school

IV. Demand for workers

A. Are additional workers needed?

B. Will still more workers be needed in the future?

C. Which is it considered to be: (check one)

1. Bright future _____
2. Status quo _____
3. Dead end _____

V. Firms in our area where this type of job would be available

ENGLISH

GUIDE FOR STUDYING AN OCCUPATION (continued)

NAME _____

SECTION _____

VI. Hours/Pay

A. Daily/weekly

B. Salary

VII. How does this job interest you? (check one)

A. Appealing ____

B. Disappointing ____

C. No interest ____

Why?

Source of Information:

Title _____

Publisher _____

Date of publication _____

BIG BOY SUPER MARKETS, INC.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age ____ Sex _____
Last First Middle

Present Address _____
Street City State

Permanent Address _____
Street City State

Phone No. _____ Own Home _____ Rent _____ Board _____

Date of Birth _____ Height _____ Weight _____ Color of Hair ____ Color of Eyes ____

Married _____ Single _____ Widowed _____ Divorced _____ Separated ____

No. of Children _____ Dependents other than Wife or Children _____ Citizen of U.S.A. _____ Yes ____ No ____

If Related to anyone in our Employ
State name and Department _____ Referred By _____

EMPLOYMENT DESIRED

Position _____ Date you can start _____ Salary Desired _____

Are you Employed now? _____ If so may we inquire of your Present Employer _____

Ever applied to this company before? _____ Where _____ When _____

EDUCATION	Name and Location of School	Years Attended	Date Grad.	Subjects Studied
Grammar School				
High School				
College				
Trade, Business, or Correspondence School				

FORMER EMPLOYERS (List below last four employers, starting with last one first)

Date-Month and year	Name and Address of Employer	Salary	Position	Reason for Leaving
From To				
From To				
From To				
From To				

REFERENCES: Give below the names of three persons not related to you, Whom you have known at least one year.

	Name	Address	Business	Years Acquainted
1				
2				
3				

PHYSICAL RECORD:
List any Physical Defects _____
Were you ever injured? _____ Give Details _____
Have you any Defects in Hearing? _____ In Vision? _____ In Speech? _____
In Case of
Emergency Notify _____
Name Address Phone No.

I Authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date _____ Signature _____

DO NOT WRITE BELOW THIS LINE

Interviewed by _____ Date _____
REMARKS: _____

Neatness _____ Character _____
Personality _____ Ability _____
Hired _____ For Dept. _____ Position _____ Will Report _____ Salary-Wages _____
Approved: 1. _____ 2. _____ 3. _____
Employment Manager Dept. Head General Manager

Please Print Caution: Furnishing False or Incomplete Information is sufficient cause for Discharge.

R. J. Smith Dept. Store
Application for Employment

Were you ever Employed by this Store or any of its branches: Yes No	If Yes state in what year	In what Branch

Your Last Name | First | Middle

No. and Street	Boro.	Zone	City	State

Lock No.

The Law against Discrimination Prohibits Discrimination because of Age.	Date of Birth Mo.	Day	Year	Male Female	Social Security No.	Phone #

Are You Single Married	Separated Divorced	Widowed	No. of Children	Number of Additional Dependents

If you live with parents state first name of
Father | Mother

Maiden Name	Name of Husband or wife	His or Her Type of Business	His or Her Position

If You Live with Relations State Full Name | Relationship | If you Board State with Whom - Full Name

Educational Record

	Name of School	Address	Date Last Attended	No. Yrs. Attended	Grad. Yes or No	Degree
Elementary (day)						
High School (day)						
College (day)						
Other Schools (day)						
Evening School						

PREVIOUS EMPLOYMENT — Enter the Names of all the Firms you worked for in the last Five Years. Begin with the Last.

Employed By	Address	Worked Dates From	To	Kind of Business	Position	Salary	Reason for Leaving

PERSONAL REFERENCES — Name Three Persons who know you, and who are in a profession or who own their own business. Do not name former Employers or Relatives.

Name	Address	Business or Profession
Name	Address	Business or Profession
Name	Address	Business or Profession

List the names of your friends and relatives working for this store

Name	State Friend or Relationship	Name	State Friend or Relationship

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

General Purpose 1: To cause the student to become aware of the multitude of health careers and vocations that are available.

Pupil Objectives: The student will:

a. Become acquainted with media available in the Guidance Office and Media Center pertinent to health careers and vocations.
b. Be able to name at least ten health careers and vocations.
c. Fill in worksheet using the media he has reviewed (write up two job descriptions).

Techniques	Materials	Evaluation	Unit Reference
Instructional period dealing with a general outlook or overview of the field of health and health careers. Define the following terms: 1. Job responsibility 2. Working conditions 3. Training requirements a. Vocational school b. Junior college c. Apprenticeship 4. Outlook Review media available. Use of filmstrip.	The Sextant Series (Medical) Health Careers Booklet Career Survey Cards Library reading list Health Careers in Delaware (Yellow notebook) Guidance file on Medical and Health-related careers and vocations (070-079) "Jobs in Health Service" handbook and filmstrip	Student will name ten health careers and/or vocations. Student will summarize information he has found and written up on his worksheet.	

HEALTH

HEALTH CAREERS AND VOCATIONS WORKSHEET

1. Name of Career or Vocation: _____

2. Duties: _____

_____

_____

_____

3. Working Conditions: _____

_____

_____

_____

4. Training Requirements: _____

_____

_____

5. Education or Training Needed: _____

_____

_____

6. Outlook: _____

_____

_____

_____

7. Salaries: _____

_____

8. Do you think you would like this type of work? Why or why not? _____

_____

_____

_____

_____

HOME ECONOMICS

HOME ECONOMICS

General Purpose 1: To acquaint the student with occupations related to clothing and textiles.

Pupil Objective: The student will:
Identify the occupations related to clothing and textiles.

Techniques	Materials	Evaluation	Unit Reference
Chalktalk Observe filmstrips Invite a parent to class who has an occupation related to clothing and textiles to explain what she does and show equipment when working. Tour Birch Dry Cleaners, Camden	Chalkboard Clothing Occupations Process Chart (Appendix A) Filmstrips (Appendix B) Field trip plans	Check and correct Clothing Occupations Process Chart. Review written or oral filmstrip summaries. Class observation Review oral or written summaries.	

HOME ECONOMICS

General Purpose 2: To introduce the student to the broad categories of occupations and how clothing and textile occupations are related to these categories.

Pupil Objectives: The student will:

a. Demonstrate that occupations can be characterized by broad categories of
   (1) Production
   (2) Service
   (3) Business
   (4) Artistic
b. Identify the categories in relation to clothing and textile occupations.
c. Identify one clothing and textile-related occupation by doing an in-depth study.

Techniques	Materials	Evaluation	Unit Reference
Chalktalk Each student will list on chalkboard his parents' occupations in the correct categories and explain why. Pass a telephone directory around the class and form a list of occupations from the Yellow Pages. Outline the information (Appendix D) related to all occupations.	Chalkboard Occupational Chart Related to Clothing and Textiles (Appendix C) Ditto master Occupational File (Appendix D) Largo Career Briefs (Appendix E)	Check list developed by students of their parents' occupations. What conclusions can be drawn? Check chart and questions developed by students. Check reports.	

HOME ECONOMICS

General Purpose 3: To provide the student with a background of occupations related to clothing and textiles.

Pupil Objective: The student will:
Describe the occupations related to clothing and textiles.
(1) Job history
(2) Job process
(3) Job product
(4) Some evidences
(5) Society changes
(6) Community industry news
(7) People at work

Techniques	Materials	Evaluation	Unit Reference
Open classroom: free choice of learning activity	Individual or Team (2) Study for Students (Appendix F)	Check results of students with written work and oral reports on Sharing Day. Students will be asked to describe the occupations related to clothing and textiles, either orally or by written test.	

APPENDIX A

CLOTHING OCCUPATIONS PROCESS

PROCESS	OCCUPATION
Sheep, Cotton Plant, Chemicals (nylon, coal)	
FIBER	Spinners, Machine Operators, Inspectors
YARN	Weavers, Dyers, Bleachers
FABRIC	Designers, Knitters, Dyers, Finishers
APPAREL MANUFACTURERS	Designers, Cutters, Sewing Machine Operators, Pressers, Packagers, Inspectors
TRUCKS	Transporters
STORE	Sales Clerks, Window Designers, Merchandisers, Buyers, Housekeeper Assistants, Advertisers

(Mylar, a finish of sprayed aluminum on linings of coats to reflect cold out and reflect heat in, is produced by International Latex Corporation in Dover.)

APPENDIX B

REFERENCE MATERIAL

Filmstrips:

"A Career In Fashion Distribution" (Penny's)
"It's An Exciting Career" (Penny's)

Cassettes and Filmstrips: (Guidance Association) Guidance Office

Job Attitudes: "Why Work At All?"
Job Attitudes: "Liking Your Job and Your Life"

Field Trip Possibilities:

Milford Stitching Mill
International Latex Corporation
Playtex Corporation
Ace Clothing Manufacturers
Birch Dry Cleaners

Filmstrips:

J. C. Penny (8)

Posters:

Fashion Career
Careers in Home Economics
(Costs of Rearing A Child)

Books:

Looking Forward To A Career In Home Economics
Is The Fashion Business Your Business?
Occupational Outlook Handbook

APPENDIX C

OCCUPATIONAL CHART RELATED TO CLOTHING AND TEXTILES

Services	Business	Production	Artistic
Wardrobe Assistants			
Alterations Specialists or Fitter	Fashion Journalist Sales Person	Assembly line workers cutters	Window Designers Textile Designers
Dry Cleaner Worker	Home Economists in Business	Sewing machine operators	Fabric Designers
Laundry Worker	Fashion model	Packagers Inspectors	Clothing Designers
Seamstress (Home or Store)	Manager of Dress Shop, etc. Chain stores	Research Assistant in Textile Laboratory	Fashion Artist for Newspaper

You may wish to add other occupations to the list above.

From the list above:

What job appeals to you most? _____

Why? _____

_____

What education, training, or talents will you need? _____

_____

APPENDIX D

CLOTHING AND TEXTILE-RELATED OCCUPATIONS

GUIDANCE OFFICE

Occupational File (Chronicle)

Also for use in Post Reader and Micro File

Information

History
Nature of work
Where employed
Working conditions
Personal requirements
Qualifications
Education and training
Opportunities for advancement
Outlook
List of addresses to write for more information

Occupational Folder

36.	Apparel and furnishing services
361.	Laundry workers
362-64	Dry cleaning plant workers
29.	Merchandising occupation
290.	Sales clerk
296.	Shoppers
297.	Demonstrators and models
298-99	Display men (window designers) and merchandising workers
096.	Home economists

APPENDIX E

LARGO CAREER BRIEFS

Available in Guidance Office:

B36	Buyer
B88	Cartoonist
B119	Department Store receiving and related occupations
B22	Dry Cleaning jobs
B97	Home Economics
B129	Sewing Machine Operator
B106	Tailor
B64	Model
S36	Artist, Commercial
S43	Designer, Fabric
S79	Designer, Women's Clothing
S137	Display Men
S230	Dressmaker
S156	Dry Cleaner Spotter
S292	Garment Cutter
S104	Home Economics Extension Agent
S141	Illustrator, Fashion
S185	Marketing Research
S287	Presser, Shirt
S255	Presser, Women's Garments
S100	Sales Clerk
S195	Sales Manager (Marketing)
S267	Seamstress, Drapery
S151	Shopper, Comparison
S83	Stock Clerk
G.25	Dry Cleaning Marker
G.33	Laundromat Attendant
G.21	Laundry Worker, Helper
G.22	Sewer, Hand (Garment)
G.7	Packager, Hand

APPENDIX F

INDIVIDUAL OR TEAM (2) STUDY FOR STUDENTS

Materials Needed: Pencil, paper, encyclopedia and/or reference text (from library).

Activity 1: Consult an encyclopedia and find out who invented the cotton gin, spinning jenny, spinning frame, sewing machine, loom. Write a summary and include sketches. If you learn the "setting" in which the invention or discovery was made, perhaps you would plan a skit for the class with "volunteers" on Sharing Day.

Materials Needed: Rope and/or thread and/or cord and/or yarn, magnifying glass, see-thru tape, pencil, paper.

Activity 2: Unravel one of the fiber products above and examine it with magnifying glass. Tape a few fibers to paper and describe how it looks. Can you name the producer or manufacturer of the product and the processes it went through to become the finished product? What jobs made the process possible? Display and explain to class on Sharing Day.

Materials Needed: Pencil, paper, encyclopedia and/or reference text.

Activity 3: Choose one or more of the following men to write a description who he was and what he did. How did their contributions affect the jobs of people? Report findings to class on Sharing Day.

a. Joseph Marie Jacquard

b. Isaac Singer

c. Elias Howe

d. E. I. duPont de Nemeurs

Materials Needed: Dictionary of Occupational Titles or Occupational Outlook Handbook.

Activity 4: From the Occupational Outlook Handbook or Dictionary of Occupational Titles make a list of occupations in wearing apparel and related products industry. Choose one from your list and write a description. Perhaps you could organize "What's My Line?" for the class using occupations.

Materials Needed: Your home, pencil and paper.

Activity 5: Make a list of all the different kinds of articles, (10-15) in your home, other than clothing that are made or fabricated from textile materials. From one of the items trace the path from its beginning to your home. List at least three occupations involved in this operation. A diagram-map would be one idea of how to do this. Share with the class on Sharing Day.

Materials Needed: Class members, pencil and paper.

Activity 6: Survey all of your class and secure all information available on any labels they are wearing that is sewed into their clothing. It may be some will be worn on the back of the neck or sewed in on a side seam. Such information may be fiber content, washing instructions, manufacturers name, etc. After you have written this information, what conclusions can you make? Report your findings to the class on Sharing Day.

Materials Needed: Mother, pencil and paper.

Activity 7: Ask your mother (and/or grandmother) to tell you some of the ways clothing was different when she was a girl than it is now. Perhaps you could show a picture of your mother (grandmother) in her school clothes and compare it to yours.

Include fabric changes, and style changes of necklines, shoulder lines, waistlines, hemlines, footwear, etc. Can you think of changes in society that affect fashion? Tell how these changes affect jobs.

Materials Needed: Phone, directory, pencil and paper.

Activity 8: Call the counselor at the Kent County Vocational Technical Center and ask for information about courses related to the clothing, apparel or fashion industry. Prepare your questions (5) and have them checked by the teacher before calling. Write the answers and report your findings to the class on Sharing Day.

Materials Needed: Bulletin board, pencil, paper, and yellow pages in phone directory.

Activity 9: With a partner plan a bulletin board related to clothing and textiles. Sketch the drawing on paper first and show it to the teacher. Arrange the display and explain it to the class on Sharing Day.

Materials Needed: Newspaper, scissors, Occupational Outlook Handbook (in Guidance Office) or Dictionary of Occupational Titles.

Activity 10: From a newspaper, clip all articles related to the clothing and textile area. Example, strikes of garment workers, ads of clothing apparel, Playtex News, International Latex Corporation, duPont Corporation, etc. Make a scrapbook and list occupations related to each clipping. Can you make any conclusions? List. Present to class on Sharing Day.

Materials Needed: Phone? Paper, pencil, chalkboard, class members.

Activity 11: Invite a person to your class who has a job related to clothing and textiles. Prepare a list of questions from the class members. Perhaps she could

show some of the tools she uses at her job. Introduce her to the class and arrange the room for "the best" presentation. Be prepared to ask the questions.

Materials Needed: Tape recorder, paper and pencil.

Activity 12: Interview a person who has a job related to clothing and textiles. Prepare a list of six to ten questions and have the teacher check it before the interview. Play the tape for the class on Sharing Day for their reaction.

INDUSTRIAL ARTS

INDUSTRIAL ARTS

General Purpose 1: To show the wide range of occupations which might be classified as unskilled, semi-skilled, and skilled in the fields related to industrial arts.

Pupil Objective: The student will develop a definition as to the meanings of unskilled, semi-skilled, and skilled laborers and the main differences between them.

Techniques	Materials	Evaluation	Unit Reference
To have student bring in want ads pertaining to the type of training required, experience needed, etc. To distinguish from want ads what jobs are: skilled, semi-skilled, and unskilled. Fill out job data form to explore related careers in industrial arts.	Want ads--These want ads will show how many local jobs there are. Also, they will show the number of jobs that require little or no training and/or education. Example: dishwashers, car attendants. Job data information for industrial arts careers in wood and metals.	What jobs do you see in your area that would be considered as unskilled? Also, semi-skilled, and finally, skilled? Why is it more important for you to hold a skilled laborer's job than an unskilled one?	Wood and metal units

JOB DATA INFORMATION FOR INDUSTRIAL ARTS

Name _____ Grade _____

Date _____ Section _____

1. What job would you like to hold in the future that relates to any area of Industrial Arts? _____

2. What is your reasoning behind selecting this area? _____

3. What type of education is required? State how many years of education and years of special training you will need. _____

4. What type of duties will you be required to do? _____

5. List any junior high or high school subjects that you feel will be needed to help you in this job. Example: English, mathematics, etc. _____

6. What type of working conditions will you work under? _____

INDUSTRIAL ARTS

General Purpose 2: To allow the student to do research in his field of interest.

Pupil Objective: The student will demonstrate a good knowledge of his field of interest by using the Occupational Briefs.

Techniques	Materials	Evaluation	Unit Reference
Researching job interest through Occupational Briefs. Discussion: types of duties, wages, education required, working conditions of wood and metal-related occupations.	Occupational Briefs supplied by Careers Office concerning wood and metals	Each student will be asked to compare his first report to the second one he completed. In this report, the differences between education required, type of duties, wages, working conditions, and what job classification this might be--unskilled, semi-skilled, or skilled.	Wood and metal units

JOB DATA INFORMATION FOLLOW UP

Name _____ Grade _____

Date _____ Section _____

1. What differences, if any, did you find in training or education you will need for this job? _____

_____

_____

2. What type of worker would you be classified as? (skilled, semi-skilled, or unskilled) Why? _____

_____

_____

3. What type of working conditions will you be exposed to? Explain.

_____

_____

_____

4. Do the duties seem to be more than you expected, or less? Harder or easier?

_____

_____

_____

5. Are you still interested in this field of work? Explain in detail.

_____

_____

_____

_____

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MATHEMATICS

MATHEMATICS

FIGURING A BUDGET

General Purpose 1: To acquaint the student with the necessary procedures of figuring a budget.

Pupil Objective: The student will:
Develop his own budget, given a specific amount of money.

Techniques	Materials	Evaluation	Unit Reference
Read "Figuring a Budget." Keep a notebook of your expenditures for two days (No. 1 on Page 1 of handout.) Discussion: How Have You Been Spending Your Money?	Notebook Ditto handout: "Figuring a Budget"	Given $90, the student will make out a budget using the items of [illegible]t on Page 2. Write short paper on why some people have money problems, while others do not, even though they make the same amount.	

MATHEMATICS

General Purpose 2: To develop an understanding of installment buying.

Pupil Objective: The student will:
Identify the advantages and disadvantages of installment buying and how it pertains to everyday living.

Techniques	Materials	Evaluation	Unit Reference
The student will read "Installment Buying." The student will study key words from the reading such as: credit, installment buying, installment payments, contracts, budget, credit bureau, checking account, cancelled check. The teacher can list these words on the board and have the student define them from the reading.	Ditto handout: "Installment Buying" Ditto handout: "Evaluation Questions Pertaining to "Installment Buying"	The student will know the advantages and disadvantages of installment buying. Evaluate the student on the 20 questions completed on the reading, "Installment Buying."	

MATHEMATICS

General Purpose 3: The student will understand the procedure for buying on the installment plan.

Pupil Objective: The student will:
Demonstrate the knowledge of installment buying by gathering information for purchasing a sewing machine on the installment plan (any type of purchase could be substituted).

Techniques	Materials	Evaluation	Unit Reference
Complete a discussion of the 20 questions pertaining to "Installment Buying." Assignment: Have students go to a nearby store and have them find out what it would cost them to buy an item on "time."	Ditto handout: Assignment sheet, "What an Item Costs Me on Time"	Various students will report to the entire class on information gathered on purchase under the installment plan. Teacher will collect questions students gathered from store clerk.	

SCIENCE

SCIENCE

General Purpose 1: To have the student assess his capabilities.

Pupil Objective: The student will:
Identify his interests, aptitudes, and abilities, using the check lists in Appendix A.

Techniques	Materials	Evaluation	Unit Reference
Students will complete the Abilities Check List	Check List handout (See Appendix A)	With the teacher, the student will review both strengths and weaknesses indicated on the Check List.	

SCIENCE

General Purpose 2: To cause the student to become aware of science-related career opportunities.

Pupil Objective: The student will:
Describe careers that are related to earth science.

Techniques	Materials	Evaluation	Unit Reference
Present a list of careers related to earth science. Assignment: Students are to interview one person who is performing a science-related job (ex., technician, X-ray technician, pharmacist). Students prepare 6-10 questions and have teacher check them before the interview.	Career briefs of science and science-related careers	In an evaluation the student will be able to list ten careers that are related to earth science. Teachers will evaluate the interview by means of a written resume prepared by the interviewer.	All units

SCIENCE

General Purpose 3: To have the student research careers in earth science.

Pupil Objective: The student will:
Identify two careers in earth science that interest him.

Techniques	Materials	Evaluation	Unit Reference
Two careers will be selected from list of previous lesson and a report made of each career from the career briefs.	"Science Occupational Guide" (See Appendix B) Largo science career briefs	Students will be asked to give an oral presentation on one of the two careers researched. (Two minutes time limit.) (The entire class should not be asked to report in one class period.)	All units

SCIENCE

AIR POLLUTION

General Purpose 4: To identify major sources of air pollution.

Pupil Objective: The student will:
Be able to draw a picture or poster depicting a problem relating to air pollution.

Techniques	Materials	Evaluation	Unit Reference
Discuss reading on air pollution. Discuss the two graphs. Draw posters on air pollution.	Reading supplement Ditto: Two graphs on sources of air pollution and major contaminants of the air Poster paper and colored pencils	The student will draw a poster showing a problem relating to air pollution.	Chapter 20

SCIENCE

AIR POLLUTION

General Purpose 5: To demonstrate an understanding of the effect of air pollution on human health, vegetation, property, and weather.

Pupil Objective: The student will:
Describe charts which show the relationship of increasing population and air pollution with rising death rate and lung diseases.

Techniques	Materials	Evaluation	Unit Reference
Discussion: What are the effects of air pollution on human health? Discuss the charts on "Health Hazards of Air Pollution" and chart on "Weather Occasionally Causes Air Pollution to Intensify." Get two open jars of water. Place one inside the classroom and one outside. Let set for two days. (Experiment will determine if there are pollutants in the air.)	Ditto handout: two charts Two open glass jars or beakers	Students will illustrate the relationship of air pollution and rising death rate and lung diseases.	Chapter 20

SCIENCE

AIR POLLUTION

General Purpose 6: To demonstrate what is being done about air pollution and to describe ways to reduce and control the effects of it.

Pupil Objective: The student will:
List ways to help reduce and control air pollution.

Techniques	Materials	Evaluation	Unit Reference
Complete an exercise using glass jars of water. Use microscope to determine if there is evidence of air pollution. Compare experimental jars with a clean jar of fresh water. Group work (5 to 8 students): suggest ways to reduce and control air pollution. Group session should be 10 to 15 minutes. Select a secretary for each group to keep a record of suggestions. Have secretaries write suggested list on blackboard.	Microscope One glass jar or beaker. Use of blackboard	Students will list at least five ways to help reduce and control air pollution.	

SCIENCE

AIR POLLUTION

General Purpose 7: To identify the occupations and professions involved with reducing and controlling air pollution.

Pupil Objective: The student will:
Describe the job duties of the three occupations mentioned with air pollution, i.e., air analyst, auto mechanic, and combustion engineer.

Techniques	Materials	Evaluation	Unit Reference
Discuss the occupational need for air pollution control specialists. Hand out to students job descriptions involved with air pollution. Have one student interested in cars explain about the operation and function of an automobile's control valve and controlling pollutants.	Ditto: job description handouts	Students will list the duties of the air analyst, auto mechanic, and combustion engineer.	

SCIENCE

APPENDIX A

ABILITIES CHECK LIST

I. How do you stand in achievement, ability and interest?

A. Rate yourself on your performance in the following subjects: (check)

	Below Average	Average	Above Average
1. Science	____	____	____
2. Math	____	____	____
3. English	____	____	____
4. Technical Skills (drafting, etc.)	____	____	____
5. Shop or Industrial Arts	____	____	____
6. Social Studies	____	____	____
7. Physical Education	____	____	____
8. Music	____	____	____
9. Home Economics	____	____	____
10. Agriculture	____	____	____
11. Others	____	____	____

B. General Abilities - How do you rank?

1. In your school academic studies	____	____	____
2. In your skill in using tools and mechanics	____	____	____
3. In your junior high technical courses	____	____	____
4. In your ability to visualize in three dimensions	____	____	____
5. In your ability to do eye-hand coordinated work	____	____	____
6. In clerical work	____	____	____
7. In artistic work	____	____	____
8. In scientific work	____	____	____
9. In mechanical work	____	____	____

SCIENCE

APPENDIX A

ABILITIES CHECK LIST

II. Your Study Habits (Check)	Always	Usually	Never
1. Do you make a record of all assignments?	____	____	____
2. Do you have a particular study time?	____	____	____
3. Do you have a particular study place?	____	____	____
4. Do you gather important study tools before starting to study?	____	____	____
5. Do you put off your studies?	____	____	____
6. Do you use study time for other purposes?	____	____	____
7. Do you keep your mind on your studies?	____	____	____
8. Do you look over your whole lesson before working on it in parts?	____	____	____
9. Do you look over and recall the main points in the lesson as part of your study plan?	____	____	____
10. Do you know what you have studied before going to class?	____	____	____
11. Do you finish your assignment on time?	____	____	____
12. Do you spend too much time studying?	____	____	____

APPENDIX B

SCIENCE OCCUPATIONAL GUIDE

Science Occupation _____

(1) Description:

(2) Work Performed:

(3) Training Requirements:

(4) Earnings:

(5) Personal Requirements:

(6) General Outlook:

SOCIAL STUDIES

SOCIAL STUDIES

General Purpose 1: To develop an understanding of the changing job patterns brought about by automation.

Pupil Objectives: The student will:

a. Describe work in an agrarian society.
b. Describe The Machine Age and its impact on man.
c. Describe the impact of technology on today's occupations.
d. Describe future occupations in a highly automated society.
e. Describe the importance of an adequate education for future occupations.

Techniques	Materials	Evaluation	Unit Reference
Prepare lists of jobs on colonial farm. Eliminate jobs done more efficiently by machine from above list. Prepare list of jobs now held by parents today and machines used in completion of jobs. Have students use their imaginations and write paper on "Work in 2001," listing possible occupations. Filmstrip on "Preparing for the Jobs of the 70's"	Filmstrip: "Preparing for Jobs of the 70's," 2 parts/s-103-802, Guidance Associates Record player Filmstrip projector Filmstrip: "Work in 2001"	Successful completion of paper: "Work in 2001"	Chapters 12, 13, and 20 in Quest for Liberty text

SOCIAL STUDIES

General Purpose 2: To develop an understanding of child labor laws and their practical application in Delaware.

Pupil Objectives: The student will:

a. Describe conditions which prompted child labor legislation.
b. Describe the process used to acquire a work certificate in Delaware.
c. Identify state labor laws.
d. Complete a work certificate.

Techniques	Materials	Evaluation	Unit Reference
Filmstrips and historical accounts of child labor in the United States. Develop and present skit on applying for work certificate. Distribute and discuss Summary of Child Labor Laws in Delaware. Complete copy of state work certificate.	Filmstrip: "Children at Work" Look: The Americans, with worksheets Copies of application form for work certificate Copies of Summary of Child Labor Laws in Delaware Filmstrip projector	Written evaluation of student understanding of Delaware Child Labor Laws. Successful completion of work certificate.	Quest for Liberty text, Chapter 13

SOCIAL STUDIES

General Purpose 3: To develop an understanding of the Social Security system as it applies to the student both as a future contributor and beneficiary.

Pupil Objectives: The student will:

a. Describe the need for the Social Security legislation.
b. Demonstrate why changing needs require amending original legislation.
c. Describe how to enroll.
d. Describe the contributions made by Social Security.
e. Distinguish what benefits are acquired from Social Security.

Techniques	Materials	Evaluation	Unit Reference
Read and discuss accounts of elderly in industrial society. Students interpret charts and transparencies. Further discussion of problems of industrial society. Complete SS-5 form for Social Security number. Compute contributions of employer and employees for specific salary. Present benefits received through charts and transparencies.	Book: The Americans Charts from Social Security Administration Copies of Form SS-5, Application for Social Security Numbers Transparencies Overhead projector Handouts for student information	Written evaluation Successful completion of SS-5 form Successful computation of contributions and benefits.	Quest for Liberty text, Chapter 17

SOCIAL STUDIES

LABOR UNIONS

General Purpose 4: To acquaint the student with labor unions in American industry.

Pupil Objective: The student will:
Describe the function of labor unions and how they have become so powerful.

Techniques	Materials	Evaluation	Unit Reference
Read short description of labor unions. Vocabulary words: (suggested list) 1. closed shop 2. open shop 3. wildcat strike 4. feather-bedding 5. collective bargaining 6. mediation board 7. strike 8. boycott 9. scab labor 10. union shop 11. yellow dog 12. arbitration 13. rank and file Have a shop stewart come to class and explain his job (e.g., General Foods shop stewart).	Dictionary Encyclopedias Work sheet (attached)	Test students on how unions function and the many key words that have evolved from labor history. Questions at the end of the supplemental reading.	Chapter 13

SPECIAL EDUCATION

SPECIAL EDUCATION

General Purpose 1: To introduce the student to the subject of "work," otherwise known as occupation, vocation, and/or profession.

Pupil Objective: The student will:
a. Demonstrate an awareness of why all people need to work--"Everybody Works."

Techniques	Materials	Evaluation	Unit Reference
List words to be used in lesson. Define and discuss above words. Class discussion of factors involved in why people work. Discuss idea of how people living in a democracy have freedom of choice, and how each person is responsible for preparing himself for the things he can do best. Large bulletin board display which will be added on to as unit progresses. Students will fill out a sample questionnaire on job interest.	Filmstrips: a. "Why Work?" b. "Liking Your Job and Your Life" Magazines and bulletin board display Posters with pictures of different types of jobs Filmstrip projector Questionnaire form	Fill-in blank test of definition of words introduced. Matching game of definitions. Situation/analysis paragraphs consisting of specific situations with choices of behavior and discussion of choices. Answer sample questionnaire.	

SPECIAL EDUCATION

General Purpose 1: To introduce the student to the subject of "work," otherwise known as occupation, vocation, and/or profession.

Pupil Objectives: The student will:
b. Identify different kinds of jobs.
c. Name the general occupational areas.

Techniques	Materials	Evaluation	Unit Reference
List words to be used in lesson. Define and discuss above words. Hand out lists of jobs (about 3000 available to EMR). Discuss jobs and have students choose a job or jobs they are interested in and write a report. Have a speaker from an EMR-related job. Role play various jobs. Filmstrip: "Jobs for High School Students"	Ditto copies of job lists Overhead projector Occupational Outlook Handbook Bulletin board material Filmstrip projector	Group activity: have students make a mural of a job tree. Use basic field of work for the trunk, and as it extends upward, use its branches for many types of jobs (example: transportation). Write a paragraph on "What I Would Like to Be." Give characteristics of jobs and have student choose matching job.	

SPECIAL EDUCATION

General Purpose 1: To introduce the student to the subject of "work," otherwise known as occupation, vocation, and/or profession.

Pupil Objective: The student will:
d. State the employment services available to him through goverrment and private employment agencies.

Techniques	Materials	Evaluation	Unit Reference
Employment agencies Word study: 1. Personnel 2. Available 3. Fee 4. Contract Define terms listed above. Arrange a visit to local state employment office to familiarize class with its location and operating procedure. Give copies of agreement from a private employment agency to class. Discuss advantages and disadvantages of a private agency. Explain paying fees.	Bus and permission slips Copies of "agreements" needed by employment offices Dictionary	Observation of student role playing	

SPECIAL EDUCATION

General Purpose 1: To introduce the student to the subject of "work," otherwise known as occupation, vocation, and/or profession.

Pupil Objective: The student will:
e. State at least three job opportunities that exist in federal, state, and local service and how he can prepare and apply for them.

Techniques	Materials	Evaluation	Unit Reference
Civil Service Words for study: 1. Civil 2. Thousands 3. Yearly 4. Written 5. Test 6. Agency 7. Regional Make a trip to local Post Office to see a bulletin board that announces job openings in federal, civil service, local, and state civil services. Explain the advantage of civil service employment. Describe how civil service operates. Explain application and testing. Visit Air Force Base (if possible).	Dictionary Sample application forms and test A recruiter for civil service jobs plus military positions	Questionnaire Observation of student role playing on how to apply for a job. Bus and permission slips The student will state three jobs each for the federal, state, and local service.	

SPECIAL EDUCATION

General Purpose 2: To lead the student to think carefully about choosing the job that is right for him.

Pupil Objectives: The student will:
a. Demonstrate an awareness of the importance of an interest in careers.
b. Explain that occupations are for everyone.

Techniques	Materials	Evaluation	Unit Reference
Filmstrip Read a story on job selection and discuss. Students give oral report on job interests. Discuss advantages and disadvantages of chosen career.	Filmstrip: "Jobs for High School Students" Bulletin board material: posters and magazines	Give characteristics of jobs and have students choose matching job (game).	

SPECIAL EDUCATION

General Purpose 3: To acquaint the student with part-time jobs in which he can earn money after school and during vacations.

Pupil Objectives: The student will:

a. Demonstrate how to use the want-ad section of the newspaper and how to utilize help-wanted ads, broadcasted over radio and television.
b. Demonstrate how to use the Yellow Pages of the telephone directory in looking for a job.

Techniques	Materials	Evaluation	Unit Reference
Newspaper ads, radio, and T. V. Words to study and define: ads, dictionary, shift section, advertise, dues, refunded, language, benefit, rate, understand, future, reliable, follow, hourly, interview, counter, laborer, manager, bonus, affairs, solicitor, receptionist, promoted, register, trainee, announcement. Explain the list of definitions and abbreviations. Go over ad in the "Want-Ad" section. Allow students to check off ads they are interested in and feel qualified for. Use local newspaper.	Dictionary Radio and T. V. Delaware State News want-ad section Telephone directory	The teacher will evaluate the students on their use of newspaper want ads, the Yellow Pages of the telephone directory, and key words associated with job selection.	

General Purpose 3 (continued)

Techniques	Materials	Evaluation	Unit Reference
Make a scrapbook of want ads that each student is interested in. Give each student an old directory and explain its usage. Discussion of part-time jobs found in our community.			

GRADE SEVEN

OVERVIEW OF GRADE SEVEN LESSON GUIDES

ENGLISH

General Purpose:

1. To develop a knowledge of careers related to English.
2. To develop English skills for various radio, television, and theater careers.
3. To be able to identify situations which may occur on a new job.
4. To be able to communicate effectively with supervisors on a new job.
5. To be able to identify rules which govern those who are on the job.
6. To be able to identify aids which will help at different stages of a job.

HOME ECONOMICS

General Purpose:

1. To develop a knowledge of careers related to home economics.
2. To become aware of the importance of the interdependency of occupations in relation to foods.
3. To describe desirable personal qualities that are necessary for getting a job.
4. To recognize that household groceries represent many different occupations.

INDUSTRIAL ARTS

General Purpose:

1. To develop a knowledge of careers related to industrial arts.
2. To show the wide range of occupations which might be classified as unskilled, semi-skilled, and skilled in the fields related to industrial arts.
3. To allow the student to do research in his field of interest.

MATHEMATICS

General Purpose:

1. To develop a knowledge of careers related to math.
2. To learn something of the requirements for the career unit.
3. To make a survey of the careers possible for a person with a mathematical background.
4. To correlate educational facts in relation to employment and money earned.
5. Introduce salary, take-home pay, deductions, and budgeting.

MUSIC

General Purpose:

1. To develop a knowledge of careers related to music.
2. Careers and jobs with music.

SCIENCE

General Purpose:

1. To develop a knowledge of careers related to science.
2. To become aware of the importance of conservation.
3. To become aware of the occupations in conservation.
4. To consider possible positive and negative aspects of the career of a conservationist.
5. To know that the earth's water supply has remained relatively constant for millions of years, but that the water on the earth is constantly and continuously being recycled.
6. To know ways that can help reduce water pollution.
7. To know about some occupations and professions involved in controlling water pollution.

SOCIAL STUDIES

General Purpose:

1. To develop a knowledge of careers related to social studies.
2. To become acquainted with modes of transportation in American colonial life and in modern day.
3. To learn of the variety of careers available in the area of transportation.
4. To become acquainted with careers in the Armed Services and to contrast these careers with those military careers in the eighteenth century.

ENGLISH

ENGLISH

General Purpose 1: To develop a knowledge of careers related to English.

Pupil Objective 1: The student will be able to identify at least three occupations in the Communications-Media and Business-Office clusters.

Techniques	Materials	Evaluation	Unit Reference
Introduce USOE Cluster Concept Approach of grouping all occupations into 15 clusters. (Refer to Appendix A.) Note: Please omit if this has previously been done in another class. Learn to identify occupations in the "English clusters" by use of games. (Refer to Appendix B for list of English-related occupations.)	Career Concentration Boards (four available) Index cards, 3" x 5" Directions for playing "Career Concentration" Directions for playing "Career Baseball" Popeye Bingo Note: Materials are available in the Career Education Office.	On paper, the student will be able to name the "English clusters" and identify at least three occupations under each cluster with 80% accuracy. Note: Teacher should write about 30 items for pre- and post-test to determine occupational awareness of clusters studied during the career unit. (Refer to Appendix F for sample items.)	

ENGLISH

General Purpose 1: To develop a knowledge of careers related to English.

Pupil Objective 2: The student will be able to describe at least one occupation in the Communications-Media and Business-Office clusters, giving the following information:

a. Job duties
b. Employment outlook
c. Salary and working hours
d. Entrance requirements
e. Education and/or training requirements
f. Promotion possibilities

Techniques	Materials	Evaluation	Unit Reference
Using career briefs and other sources of information, students will gather facts on the items a-f above. After a period of information-gathering, volunteers will make class reports on an occupation from each of the clusters studied. Using an outline of specific points to cover (see Appendix C), the student may interview a person who is presently employed in an English-related career. The student may record the interview and make a report to the class.	Chronicle Guidance Occupational Library in Guidance Office Largo Career Briefs California Occupational Guides Occupational Outlook Handbook Occupational Awareness Kits "Job Family Series" by SRA, Booklet #6 Filmstrips (Appendix D) "Career World" articles: 10/72, 12/72, 5/73 Cassette recorder with tape	The student will be able to describe each occupation on paper with at least 80% accuracy.	

General Purpose 1 (continued)

Techniques	Materials	Evaluation	Unit Reference
As a class, choose a speaker to represent one of the occupations under study. (Refer to Appendix C for guide to prepare for speaker.) After checking with the Career Ed. Coord., help class to decide on a field trip to reinforce classroom study of information relative to the above clusters. (Refer to Appendix E for list of possible field trips.) Use filmstrips and movies to add to sources and diversity of approach. (Appendix D) Use prerecorded tapes for information about various occupations. (Refer to Appendix G.) Collaborate with teachers who have the same sections as you in order to establish one "Career Education Notebook."			

General Purpose 2: To develop English skills for various radio, television, and theater careers.

Pupil Objectives: The student will:

1. Demonstrate a skill in discrimination of various types of radio and television shows (e.g., educational, entertaining, propaganda, news, etc.).
2. Demonstrate critical listening skills.
3. Identify numerous jobs involved in radio, television, and the theater.
4. Distinguish the personal qualities necessary for various jobs in radio, television, and the theater.

Techniques	Materials	Evaluation	Unit Reference
Choose one television program which the whole class will watch. After the program is over, make a list of events in the order in which they occurred. On the following day, compare lists in class and discuss careful listening and discrimination. Discuss the purposes of various types of radio and television programs--news, talk or interview, nature, variety, serials, cartoons, sports, etc. Develop a criteria for judging them and write a critique of one show.	Largo Career Briefs Ditto: handout of career opportunities associated with radio, television, and theater Permission slips Transportation	The student will be able to describe five radio and television shows as being educational, entertaining, propaganda, news, variety, etc. After viewing a film, filmstrip, or listening to a tape, the student will demonstrate listening skills by attempting to recall what was stated in the correct order. The student will be able to list ten occupations in radio, television, and theater work, and a short job description of each.	

General Purpose 2 (continued)

Techniques	Materials	Evaluation	Unit Reference
Using a complete staff with jobs clearly defined, write and produce a news documentary on some recent event in the school. Use career files to investigate personal and educational qualifications needed for various jobs in the entertainment area. Use role-playing of various situations to illustrate one facet of the job of an actor. (See guidelines for role-playing.) Visit to WKEN or WDOV radio stations to see various job duties taking place			

General Purpose 3: To be able to identify situations which may occur on a new job.

Pupil Objectives:
1. To identify problems one may expect on a new job.
2. When, how, and to whom should one ask for help and information on a new job.
3. To identify types of coworkers to befriend and those who should be avoided.
4. To demonstrate how to handle a coworker who is constantly interrupting your work.

Techniques	Materials	Evaluation	Unit Reference
Divide class into four equal groups. Set up four listening stations with room for six to eight students at each station. Using the prerecorded World of Work I set by Educational Design, Inc., students should listen to Lesson Tapes 1, 2, 3, and 4 and use the Student Record Booklet to record answers. Discussion Tape A-2 goes with Lesson Tapes 1 and 4; Discussion Tape A-1 goes with Lesson Tapes 2 and 3. Refer to Instructor's Guide, p. 2, for time of each Lesson Tape. Role-playing may be used to dramatize the scenes set up by the Lesson Tapes.	World of Work I from Educational Design, Inc. Four cassette recorders One long extension cord with four-outlet junction box 32 headsets for listening Paper and pencil (do not mark in sample Student Record Booklets)	Using the above objectives as a guide, the teacher may develop questions which will test the student's knowledge of the information covered. Observations of role-playing	

General Purpose 4: To be able to communicate effectively with supervisors on a new job.

Pupil Objectives:

1. To be able to keep oneself under control when another is giving you a hard time.
2. To be able to identify things one should not say to a supervisor.
3. To be able to identify both acceptable and unacceptable excuses.
4. To be able to understand the supervisor's responsibility to the organization.

Techniques	Materials	Evaluation	Unit Reference
Divide class into four equal groups. Set up four listening stations with room for six to eight students at each station. Using the prerecorded World of Work I set by Educational Design, Inc., students should listen to Lesson Tapes 5, 6, 7, and 8 and use the Student Record Booklet to record answers. Discussion Tape B-1 goes with Lesson Tapes 5 and 8; Discussion Tape B-2 goes with Lesson Tapes 6 and 7. Refer to Instructor's Guide, p. 2, for time of each Lesson Tape. Role-playing may be used to dramatize the scenes set up by the Lesson Tapes.	World of Work I from Educational Design, Inc. Four cassette recorders One long extension cord with four-outlet junction box 32 headsets for listening Paper and pencil (do not mark in sample Student Record Booklets)	Using the above objectives as a guide, the teacher may develop questions which will test the student's knowledge of the information covered. Observations of role-playing	

General Purpose 5: To be able to identify rules which govern those who are on the job.

Pupil Objectives:
1. To be able to identify deductions from the paycheck.
2. To be able to distinguish between official and unofficial policies.
3. To be able to identify fair and unfair complaints on the job.

Techniques	Materials	Evaluation	Unit Reference
Divide class into four equal groups. Set up four listening stations with room for six to eight students at each station. Using the prerecorded World of Work I set by Educational Design, Inc., students should listen to Lesson Tapes 9, 10, 11, and the Discussion Tape C. Refer to the Instructor's Guide, p. 2, for time of each Lesson Tape. Role-playing may be used to dramatize the scenes set up by the Lesson Tapes.	World of Work I from Educational Design, Inc. Four cassette recorders One long extension cord with a four-outlet junction box 32 headsets for listening Paper and pencil (do not mark in sample Student Record Booklets)	Using the above objectives as a guide, the teacher may develop questions which will test the student's knowledge of the information covered. Observations of role-playing	

General Purpose 6: To be able to identify aids which will help at different stages of a job.

Pupil Objectives:
1. To be able to identify things which a company takes into account before giving a promotion.
2. To be able to identify tips which will help when a change in jobs is desired or becomes necessary.
3. To be able to identify things one should not do when leaving a job.

Techniques	Materials	Evaluation	Unit Reference
Divide class into four equal groups. Set up four listening stations with room for six to eight students at each station. Using the prerecorded World of Work I set by Educational Design, Inc., students should listen to Lesson Tapes 12, 13, 14, and the Discussion Tape D. Refer to the Instructor's Guide, p. 3, for the time of each Lesson Tape. Role-playing may be used to dramatize the scenes set up by the Lesson Tapes.	World of Work I from Educational Design, Inc. Four cassette recorders One long extension cord with a four-outlet junction box 32 headsets for listening Paper and pencil (do not mark in sample Student Record Booklets)	Using the above objectives as a guide, the teacher may develop questions which will test the student's knowledge of the information covered. Observations of role-playing	

HOME ECONOMICS

HOME ECONOMICS

General Purpose 1: To develop a knowledge of careers related to home economics.

Pupil Objective 1: The student will be able to identify at least three occupations related to each of the following clusters: Hospitality-Recreation and Consumer-Homemaking Education.

Techniques	Materials	Evaluation	Unit Reference
Introduce USOE Cluster Concept Approach of grouping all occupations into 15 clusters. (Refer to Appendix A.) Note: Please omit if this has previously been done in another class. Learn to identify occupations in the "home economics clusters" by use of games. (Refer to Appendix B for list of home economics-related occupations.)	Career Concentration Boards (four available) Index cards, 3" x 5" Directions for playing "Career Concentration" Directions for playing "Career Baseball" Popeye Bingo Note: Materials are available in the Career Education Office.	On paper, the student will be able to name the "home economics clusters" and identify at least three occupations under each cluster with 80% accuracy. Note: Teacher should write about 30 items for pre- and post-test to determine occupational awareness of clusters studied during the career unit. (Refer to Appendix F for sample items.)	

HOME ECONOMICS

General Purpose 1: To develop a knowledge of careers related to home economics.

Pupil Objective 2: The student will be able to describe on paper at least two occupations in the Hospitality-Recreation and Consumer-Homemaking clusters, giving the following information:

a. Job duties
b. Employment outlook
c. Salary and working hours
d. Entrance requirements
e. Education and/or training requirements
f. Promotion possibilities

Techniques	Materials	Evaluation	Unit Reference
Using career briefs and other sources of information, students will gather facts on the items a-f above. After a period of information-gathering, volunteers will make class reports on an occupation from each of the clusters studied. Using an outline of specific points to cover (see Appendix C), the student may interview a person who is presently employed in a home economics-related career. The student may record the interview and make a report to the class.	Chronicle Guidance Occupational Library in Guidance Office Largo Career Briefs California Occupational Guides Occupational Outlook Handbook Occupational Awareness Kits "Job Family Series" by SRA, Booklet #17 Filmstrips (Appendix D) "Career World" articles: 11/72, 4/73, 9/73 Cassette recorder with tape	The student will be able to describe each occupation on paper with at least 80% accuracy.	

General Purpose 1 (continued)

Techniques	Materials	Evaluation	Unit Reference
As a class, choose a speaker to represent one of the occupations under study. (Refer to Appendix C for guide to prepare for speaker.) After checking with the Career Ed. Coord., help class to decide on a field trip to reinforce classroom study of information relative to the above clusters. (Refer to Appendix E for list of possible field trips.) Use filmstrips and movies to add to sources and diversity of approach. (Appendix D) Use prerecorded tapes for information about various occupations. (Refer to Appendix G.) Collaborate with teachers who have the same sections as you in order to establish one "Career Education Notebook."			

HOME ECONOMICS

CAREERS IN FOOD INDUSTRY

General Purpose 2: To become aware of the importance of the interdependency of occupations in relation to foods.

Pupil Objective: The student will:
Demonstrate how to plan and organize a party focusing on the large number of occupations we depend upon to carry out our plans.

Techniques	Materials	Evaluation	Unit Reference
Students plan, organize, carry out, and evaluate a classroom party. 1. Stress the many occupational fields touched upon in the planning and organizing phase. 2. Stress the interdependence of many areas of employment. Invite a local caterer or student from a Vo-Tech Food Services Class. 1. Ask them to demonstrate a few simple techniques used in the preparation of party foods, appropriate decorations, etc. 2. Ask guest to elaborate on reasons he selected his career.	Ditto sheet: "Jobs in Food Industry" Speaker evaluation form	The student will be able to identify ten jobs in the food industry. The student will demonstrate to the teacher's satisfaction the ability to prepare for and carry out a classroom party.	

General Purpose 2 (continued)

Techniques	Materials	Evaluation	Unit Reference
Using the format "What's My Line" or "I've Got a Secret," students form a panel and audience and decide what careers they would like to depict.			

General Purpose 3: To describe desirable personal qualities that are necessary for getting a job.

Pupil Objective: The student will be able to describe on paper at least five personal qualities needed to get a job.

Techniques	Materials	Evaluation	Reference
Student will search newspaper want ads. Make list of ten personal qualities. Report to class. Plan a three minute skit to exaggerate undesirable personal qualities. Have teacher approve skit before presenting. Prepare three questions to ask at end of skit. Call three employment agents to learn what they consider as being important personal qualities for getting a job. Prepare questions to ask and have teacher check. Invite a guest speaker to emphasize positive personal qualities.	Newspaper want ads, paper, and pencil Pencil, paper, and props for skit Telephone, telephone directory, paper, and pencil	Student should be able to describe on paper five personal qualities for getting a job with at least 80% accuracy.	

General Purpose 4: To recognize that household groceries represent many different occupations.

Pupil Objective: The student will be able to describe jobs that provide groceries to the supermarket and eventually reach the homemaker.

Techniques	Materials	Evaluation	Unit Reference
"Chalktalk discussion"	Enough items in a bag of groceries for each student to be able to choose one Bulletin board titled, "Is Your Bag a Job?" Names of workers on bags fastened to bulletin board: 1. assembly line worker 2. inspector 3. packager 4. data processor 5. truck driver 6. stocker 7. package illustrator 8. package writer 9. photographer 10. lumberman (paper) 11. cashier 12. bagger 13. produce operator	Each student may choose an item from the grocery bag and recite at least five jobs related to it.	

INDUSTRIAL ARTS

INDUSTRIAL ARTS

General Purpose 1: To develop a knowledge of careers related to industrial arts.

Pupil Objective 1: The student will be able to identify at least three occupations in each of the following clusters: Construction and Manufacturing.

Techniques	Materials	Evaluation	Unit Reference
Introduce USOE Cluster Concept: Approach of grouping all occupations into 15 clusters. (Refer to Appendix A.) Note: Please omit if this has previously been done in another class. Learn to identify occupations in the "industrial arts clusters" by use of games. (Refer to Appendix B for list of industrial arts-related occupations.)	Career Concentration Boards (four available) Index cards, 3" x 5" Directions for playing "Career Concentration" Directions for playing "Career Baseball" Popeye Bingo Note: Materials are available in the Career Education Office.	On paper, the student will be able to name the "industrial arts clusters" and identify at least three occupations under each cluster with 80% accuracy. Note: Teacher should write about 30 items for pre- and post-test to determine occupational awareness of clusters studied during the career unit. (Refer to Appendix F for sample items.)	

INDUSTRIAL ARTS

General Purpose 1: To develop a knowledge of careers related to industrial arts.

Pupil Objective 2: The student will be able to describe on paper at least one occupation in each of the clusters, Construction and Manufacturing, giving the following information.

a. Job duties
b. Employment outlook
c. Salary and working hours
d. Entrance requirements
e. Education and/or training requirements
f. Promotion possibilities

Techniques	Materials	Evaluation	Unit Reference
Using career briefs and other sources of information, students will gather facts on the items a-f above. After a period of information-gathering, volunteers will make class reports on an occupation from each of the clusters studied. Using an outline of specific points to cover (see Appendix C), the student may interview a person who is presently employed in an industrial arts-related career. The student may record the interview and make a report to the class.	Chronicle Guidance Occupational Library in Guidance Office Largo Career Briefs California Occupational Guides Occupational Outlook Handbook Occupational Awareness Kits "Job Family Series" by SRA, Booklets #2, #4, #9 Filmstrips (Appendix D) "Career World" articles: 9/72, 11/72, 2/73, 10/73, 12/73 Cassette recorder with tape	The student will be able to describe in detail at least one occupation in each cluster with at least 80% accuracy.	

INDUSTRIAL ARTS

General Purpose 2: To show the wide range of occupations which might be classified as unskilled, semi-skilled, and skilled in the fields related to industrial arts.

Pupil Objective: The student will develop a definition as to the meanings of unskilled, semi-skilled, and skilled laborers and the main differences between them.

Techniques	Materials	Evaluation	Unit Reference
To have student bring in want ads pertaining to the type of training required, experience needed, etc. To distinguish from want ads what jobs are: skilled, semi-skilled, and unskilled. Fill out job data form to explore related careers in industrial arts.	Want ads--These want ads will show how many local jobs there are. Also, they will show the number of jobs that require little or no training and/or education. Example: dishwashers, car attendants. Job data information for industrial arts careers in wood and metals.	What jobs do you see in your area that would be considered as unskilled? Also, semi-skilled, and finally, skilled? Why is it more important for you to hold a skilled laborer's job than an unskilled one?	Wood and metal units

JOB DATA INFORMATION FOR INDUSTRIAL ARTS

Name _____ Grade _____

Date _____ Section _____

1. What job would you like to hold in the future that relates to any area of Industrial Arts? _____

2. What is your reasoning behind selecting this area? _____

3. What type of education is required? State how many years of education and years of special training you will need. _____

4. What type of duties will you be required to do? _____

5. List any junior high or high school subjects that you feel will be needed to help you in this job. Example: English, mathematics, etc. _____

6. What type of working conditions will you work under? _____

INDUSTRIAL ARTS

General Purpose 3: To allow the student to do research in his field of interest.

Pupil Objective: The student will demonstrate a good knowledge of his field of interest by using the Occupational Briefs.

Techniques	Materials	Evaluation	Unit Reference
Researching job interest through Occupational Briefs Discussion: types of duties, wages, education required, working conditions of wood and metal-related occupations	Occupational Briefs supplied by Careers Office concerning wood and metals	Each student will be asked to compare his first report to the second one he completed. In this report, the differences between education required, type of duties, wages, working conditions, and what job classification this might be--unskilled, semi-skilled, or skilled.	Wood and metal units

JOB DATA INFORMATION FOLLOW UP

Name _____ Grade _____

Date _____ Section _____

1. What differences, if any, did you find in training or education you will need for this job? _____

2. What type of worker would you be classified as? (skilled, semi-skilled, or unskilled) Why? _____

3. What type of working conditions will you be exposed to? Explain.

4. Do the duties seem to be more than you expected, or less? Harder or easier?

5. Are you still interested in this field of work? Explain in detail.

MATHEMATICS

MATHEMATICS

General Purpose 1: To develop a knowledge of careers related to math.

Pupil Objective 1: The student will be able to identify at least three occupations in each of the following clusters: Construction, Marketing-Distribution, and Business-Office.

Techniques	Materials	Evaluation	Unit Reference
Introduce USOE Cluster Concept Approach of grouping all occupations into 15 clusters. (Refer to Appendix A.) Note: Please omit if this has previously been done in another class. Learn to identify occupations in the "math clusters" by use of games. (Refer to Appendix B for list of math-related occupations.)	Career Concentration Boards (four available) Index cards, 3" x 5" Directions for playing "Career Concentration" Directions for playing "Career Baseball" Popeye Bingo Note: Materials are available in the Career Education Office	On paper, the student will be able to name the "math clusters" and identify at least three occupations under each cluster with 80% accuracy. Note: Teacher should write about 30 items for pre- and post-test to determine occupational awareness of clusters studied during the career unit. (Refer to Appendix F for sample items.)	

MATHEMATICS

General Purpose 1: To develop a knowledge of careers related to math.

Pupil Objective 2: The student will be able to describe on paper at least one occupation in each of the clusters, Construction, Marketing-Distribution, and Business-Office, giving the following information:

a. Job duties
b. Employment outlook
c. Salary and working hours
d. Entrance requirements
e. Education and/or training requirements
f. Promotion possibilities

Techniques	Materials	Evaluation	Unit Reference
Using career briefs and other sources of information, students will gather facts on the items a-f above. After a period of information-gathering, volunteers will make class reports on an occupation from each of the clusters studied. Using an outline of specific points to cover (see Appendix C), the student may interview a person who is presently employed in a math-related career. The student may record the interview and make a report to the class.	Chronicle Guidance Occupational Library in Guidance Office Largo Career Briefs California Occupational Guides Occupational Outlook Handbook Occupational Awareness Kits "Job Family Series" by SRA, Booklets #1, #2, #4, #6, #9, #11 Filmstrips (Appendix D) "Career World" articles: 9/72, 10/72, 11/72, 12/72, 1/73, 4/73, 5/73, 12/73, 2/74 Cassette recorder with tape	The student will be able to describe each occupation on paper with at least 80% accuracy.	

General Purpose 1 (continued)

Techniques	Materials	Evaluation	Unit Reference
As a class, choose a speaker to represent one of the occupations under study. (Refer to Appendix C for guide to prepare for speaker.) After checking with the Career Ed. Coord., help class to decide on a field trip to reinforce classroom study of information relative to the above clusters. (Refer to Appendix E for list of possible field trips.) Use filmstrips and movies to add to sources and diversity of approach. (Appendix D) Use prerecorded tapes for information about various occupations. (Refer to Appendix G.)			
Collaborate with teachers who have the same sections as you in order to establish one "Career Education Notebook."			

General Purpose 2: To learn something of the requirements for the career unit.

Pupil Objective: The student will:
Complete specified requirements during career study unit.

Techniques	Materials	Evaluation	Unit Reference
Discuss requirement handout sheet.	All students need a copy of the unit requirements.	Requirement I: A specified number of points will be awarded for a complete set of neat, organized notes covering all oral discussions held within the classroom.	

General Purpose 3: To make a survey of the careers possible for a person with a mathematical background.

Pupil Objective: The student will:
Explain job titles and meanings of various jobs in mathematics.

a. teacher
b. statistician
c. actuary
d. mathematical technician
e. computer programmer
f. industry work, such as:
   (1) aerospace
   (2) electrician
   (3) nuclear work
   (4) chemical work
   (5) communications
g. government work, such as:
   (1) defense work
   (2) weapons studies
   (3) intelligence work

Techniques	Materials	Evaluation	Unit Reference
Use chalkboard and overhead to start a listing of math careers. Students are then to continue on with their individual lists. Research: Additional information can be gotten from the interview on tape by teacher asking: 1. How math is related to their job. 2. How math is used in everyday living.	Overhead projector Students need paper and pencil for note taking. Occupational Outlook Handbook Occupational Library Dictionary of Occupational Titles Largo Career Briefs Tape: "Why Study Math?" Tape recorder	Requirement II: Interview three different adults who have jobs (may include parents and teachers). Ask them the questions: "How is math related to your job?"; "How do you use math in everyday living?"; "Why should I study math?" Each interview will be written up on a separate sheet of paper using the following format: name of person interviewed, type of job the person has, where and when the interview took place, how the person answered each of the above questions. Requirement III: Prepare a complete list of all the	

General Purpose 3 (continued)

Techniques	Materials	Evaluation	Unit Reference
3. Why a person should study math.		careers possible for a person with a mathematical background.	

General Purpose 4: To correlate educational facts in relation to employment and money earned.

Pupil Objectives: The student will be able to:

1. Calculate the value of an education as related to lifetime earnings.
2. Calculate the average amount of the education an American has today.
3. Calculate the percent of unemployed people in relation to the amount of education a person has obtained.
4. Identify the trends in work today, such as:
   a. reduced working week
   b. greater benefits
   c. union domination
   d. better working conditions

Techniques	Materials	Evaluation	Unit Reference
Use of the overhead projector and transparencies for each objective. **Filmstrip to be shown.**	Dukane or tape recorder and filmstrip projector Overhead projector Students need paper and pencils for taking notes Filmstrip: "Choosing Your Career," Parts 1 and 2	Students note taking on this lesson will be graded in the final evaluation. Possible written evaluation on fact on education concerning employment and money earned.	

General Purpose 5: Introduce salary, take-home pay, deductions, and budgeting.

Pupil Objectives: The student will:

1. Determine yearly salary of some job they are now considering for the future. Convert this then to a weekly salary.
2. Figure how much of the deductions for a weekly salary will be by showing students how to use tax table.
3. Calculate take-home pay.
4. Explain difference between weekly and bi-weekly, semi-weekly, and monthly.
5. Take their yearly salary and figure out each of the above.
6. Define and set up a budget.

NOTE: If students need more work with the tax table, have them do #2 and #3 for their monthly salary also.

Techniques	Materials	Evaluation	Unit Reference
Each student needs a weekly salary figure for a job he has chosen. Filling in tax forms. Instructional period will deal with the following vocabulary: 1. salary 2. take-home pay 3. deductions 4. Social Security 5. Federal tax 6. state tax Discussion of the definition and advantages of budgeting.	Tax table for each student Transparencies showing examples of how take-home pay is determined Tax forms: 1. tax table for FICA 2. Federal withholding tax 3. state tax Chalkboard and overhead projector Filmstrip projector Filmstrip: "A New Look at Budgeting" (Money Management, Institute of Household Finance Corp., Prudential Plaza, Chicago, Ill. 60601)	Budget your take-home pay showing how much would be used for: 1. food 2. clothing 3. rent 4. transportation 5. recreation 6. medical and dental expenses 7. education 8. savings 9. miscellaneous Show your budget by using a circle graph. Indicate the amount you budget for each of the above by using percents. List the advantages of budgeting your money. Evaluate our unit on careers. Indicate what you have learned from it. What	

General Purpose 5 (continued)

Techniques	Materials	Evaluation	Unit Reference
Show filmstrip. Show examples of several budgets by using circle graphs.	Budget examples	have you enjoyed about it? What suggestions have you for improving the above?	

MATHEMATICS

MATH EVALUATION

While going to college, John worked summers at the R & B Cannery. If he worked shift A (day) he would receive $1.60 per hour regular time and 1½ times that for all over 40 hours. If he worked shift B (night) he would receive 5% more per hour for both regular and overtime pay.

During August Shift A works 9 hours a day every day except Sunday which is a holiday. Shift B works 10 hours a day every day except Saturday and Sunday.

The deductions from his gross income per week were as follows:

Weekly Gross Earnings	Social Security	Delaware Income Tax	Federal Income Tax
From $80 to $85	4.20	1.40	9.00
From $85 to $90	4.40	1.60	9.80
From $90 to $95	4.60	1.80	10.60
From $95 to $100	4.80	2.00	11.40
From $100 to $105	5.00	2.20	12.20

John had budgeted his money in this manner: 15% to his parents for room and board; 25% for clothes; 20% for spending money; and 40% to be saved for college.

		Shift A	Shift B
A.	How much does John get a regular hour?	_____	_____
B.	How much does John get an overtime hour?	_____	_____
C.	How many hours a week would John have to work in August?	_____	_____
D.	How many of those hours would be overtime?	_____	_____
E.	What would be John's regular pay for a week in August?	_____	_____
F.	What would be John's overtime pay for a week in August?	_____	_____
G.	What would be John's gross earnings for the week?	_____	_____
H.	How much would be deducted from the gross for Social Security?	_____	_____
I.	How much would be deducted from the gross for Delaware Income Tax?	_____	_____
J.	How much would be deducted from the gross for Federal Income Tax?	_____	_____
K.	What is the total of the deductions?	_____	_____
L.	What is John's net (take-home) pay?	_____	_____
M.	How much would John give his parents for room and board?	_____	_____
N.	How much would John be able to spend for clothes?	_____	_____
O.	How much would John have for spending money?	_____	_____
P.	How much would John be able to save for his college expenses?	_____	_____
Q.	John would work more hours in which shift?	_____	_____
R.	John would earn more pay in which shift? (List amount in column.)	_____	_____

MATHEMATICS

REQUIREMENTS FOR CAREER UNIT

A grade of 75% (recorded as a major exam grade) will be earned if the following is completed to the best of your ability. An additional two points per section will be given for outstanding work and answers.

10 points I: A complete set of neat, organized notes covering all oral discussions held within the classroom.

15 points II: Interview three different adults who have jobs. (One of which may be a parent, one of which may be a teacher.)
Ask them the questions:
"How is math related to your job?"
"How do you use math in everyday living?"
"Why should I study math?"
Each interview will be written up on a separate sheet of paper using the following format:
Name of person interviewed:
Type of job the person has:
Where and when the interview took place:
How the person answered each of the above questions:

10 points III: Prepare a complete list of all the careers possible for a person with a mathematical background.

10 points IV: Choose a career which you are now considering for the future. (It need not be a math career.) Do enough research either through reading or by asking people so as to determine your approximate yearly salary. Assuring you would be paid weekly, then figure out your approximate (to the nearest dollar) weekly salary.

10 points V: State what the word deduction means in relation to your paycheck. What three deductions will you have deducted from your salary? Explain what each of these mean. Figure out how much your take-home pay would be for one week.

10 points VI: Budget your take-home pay showing how much would be used for: (a) food, (b) clothing, (c) rent, (d) transportation, (e) recreation, (f) medical and dental expenses, (g) education, (h) savings, (i) miscellaneous. Show your budget by using a circle graph. Indicate the amount you budget for each of the above by using percents. List the advantages of budgeting your money.

10 points VII: Evaluate our unit on careers. Indicate what you have learned from it. What have you enjoyed about it? What suggestions have you for improving the above?

75 points total

REQUIREMENTS FOR CAREER UNIT (continued)

ADDITIONAL POINTS can be earned the following ways:

1. Five points for each additional interview (beyone the three assigned in Part II). These are to be written up using the same format described above. (A maximum of 15 additional points can be earned this way.)

2. Research a math career. Much information is available on various math careers in the guidance office. Include the following in your report about the jobs: (a) working conditions, (b) salary, (c) personal qualifications, (d) educational qualifications, (e) training requirements, (f) opportunities for promotion, (g) where to be employed. (Ten points)

3. Interview a person who has chosen a career in math asking them about the items stated in No. 2 above. Write up the person's answers to the above. (Ten points)

4. Read a booklet (I have many available) which pertains to a particular career. Write a report on it. (Ten points) Additional five points if an oral report is given.

ALL OF THE ABOVE WILL BE TURNED IN AT THE CONCLUSION OF THE UNIT. HAVE ALL OF YOUR WORK ORGANIZED AND ARRANGED IN ORDER. INDICATE EACH OF THE ABOVE SECTIONS BY NUMBERING I THROUGH VII. PLACE ALL TOGETHER IN A FOLDER OF SOME TYPE.

MUSIC

MUSIC

General Purpose 1: To develop a knowledge of careers related to music.

Pupil Objective 1: The student will be able to identify at least three occupations in the Fine Arts-Humanities cluster.

Techniques	Materials	Evaluation	Unit Reference
Introduce USOE Cluster Concept Approach of grouping all occupations into 15 clusters. (Refer to Appendix A.) Note: Please omit if this has previously been done in another class. Learn to identify occupations in the "music cluster" by use of games. (Refer to Appendix B for list of music-related occupations.)	Career Concentration Boards (four available) Index cards, 3" x 5" Directions for playing "Career Concentration" Directions for playing "Career Baseball" Popeye Bingo Note: Materials are available in the Career Education Office.	On paper, the student will be able to name the "music cluster" and identify at least three occupations under it with 80% accuracy. Note: Teacher should write about 30 items for pre- and post-test to determine occupational awareness of clusters studied during the career unit. (Refer to Appendix F for sample items.)	

General Purpose 1: To develop a knowledge of careers related to music.

Pupil Objective 2: The student will be able to describe on paper at least two occupations in the Fine Arts-Humanities cluster, giving the following information:

a. Job duties
b. Employment outlook
c. Salary and working hours
d. Entrance requirements
e. Education and/or training requirements
f. Promotion possibilities

Techniques	Materials	Evaluation	Unit Reference
Using career briefs and other sources of information, students will gather facts on the items a-f above. After a period of information-gathering, volunteers will make class reports on an occupation from the cluster. Using an outline of specific points to cover (see Appendix C), the student may interview a person who is presently employed in a music-related career. The student may record the interview and make a report to the class. As a class, choose a speaker to represent one of the	Chronicle Guidance Occupational Library in Guidance Office Largo Career Briefs California Occupational Guides Occupational Awareness Kits "Job Family Series" by SRA, Booklet #16 Filmstrips (Appendix D) "Career World" articles: 9/72, 12/73 Cassette recorder with tape	The student will be able to describe, in detail, at least three occupations with at least 80% accuracy.	

General Purpose 1 (continued)

Techniques	Materials	Evaluation	Unit Reference
occupations under study. (Refer to Appendix C for guide to prepare for speaker.) After checking with the Career Ed. Coord., help class to decide on a field trip to reinforce classroom study of information relative to the above cluster. (Refer to Appendix E for list of possible field trips.) Use filmstrips and movies to add to sources and diversity of approach. (Appendix D) Use prerecorded tapes for information about various occupations. (Refer to Appendix G.) Collaborate with teachers who have the same sections as you in order to establish one "Career Education Notebook."			

General Purpose 2: Careers and jobs with music.

Pupil Objective 1: The student will:
Identify the skills needed to become a music teacher in both the instrumental and choral areas.

Techniques	Materials	Evaluation	Unit Reference
Use of filmstrips Music Aptitude Tests 1. Seashore Measure of Musical Talent a. pitch b. loudness c. rhythm d. time e. timbre f. tonal memory	Musical instruments Record player Report findings of Aptitude Tests Piano Filmstrip projector Filmstrips: 1. "Why Work at All?" 2. "How to Succeed in High School by Trying"	Appraisal of student's performance Right attitude for teaching	

General Purpose 2: Careers and jobs with music.

Pupil Objective 2: The student will:
Identify the performer in instrumental groups, in the choral area, and in church music.

Techniques	Materials	Evaluation	Unit Reference
(continued from previous lesson) Use of filmstrips Music Aptitude Tests 1. Seashore Measure of Musical Talent a. pitch b. loudness c. rhythm d. time e. timbre f. tonal memory	Musical instruments Piano or organ Good singing voice Report findings of Aptitude Tests	Appraisal of student's performance Dedication concept	

MUSIC

General Purpose 2: Careers and jobs with music.

Pupil Objective 3: The student will:
Identify the miscellaneous jobs, such as disc jockey and military music careers.

Techniques	Materials	Evaluation	Reference
Filmstrips: 1. "If You're Not Going to College" 2. "Why Work At All?" Service Tests 1. Physical 2. Music given prior to enlistment	Good voice Instruments Piano Record player and records	Service life Experience	

S C I E N C E

SCIENCE

General Purpose 1: To develop a knowledge of careers related to science.

Pupil Objective 1: The student will be able to identify at least three occupations in each of the following clusters: Agribusiness and Natural Resources, Environment, and Marine Science.

Techniques	Materials	Evaluation	Unit Reference
Introduce USOE Cluster Concept Approach of grouping all occupations into 15 clusters. (Refer to Appendix A.) Note: Please omit if this has previously been done in another class. Learn to identify occupations in the "science clusters" by use of games. (Refer to Appendix B for list of science-related occupations.)	Career Concentration Boards (four available) Index cards, 3" x 5" Directions for playing "Career Concentration" Directions for playing "Career Baseball" Popeye Bingo Note: Materials are available in the Career Education Office.	On paper, the student will be able to name the "science clusters" and identify at least three occupations under each cluster with 80% accuracy. Note: Teacher should write about 30 items for pre- and post-test to determine occupational awareness of clusters studied during the career unit. (Refer to Appendix F for sample items.)	

SCIENCE

General Purpose 1: To develop a knowledge of careers related to science.

Pupil Objective 2: The student will be able to describe on paper at least one occupation in each of the clusters, Agri-business and Natural Resources, Environment, and Marine Science, giving the following information:

a. Job duties
b. Employment outlook
c. Salary and working hours
d. Entrance requirements
e. Education and/or training requirements
f. Promotion possibilities

Techniques	Materials	Evaluation	Unit Reference
Using career briefs and other sources of information, students will gather facts on the items a-f above. After a period of information-gathering, volunteers will make class reports on an occupation from each of the clusters studied. Using an outline of specific points to cover (see Appendix C), the student may interview a person who is presently employed in a science-related career. The student may record the interview and make a report to the class.	Chronicle Guidance Occupational Library in Guidance Office Largo Career Briefs California Occupational Guides Occupational Outlook Handbook Occupational Awareness Kits "Job Family Series" by SRA, Booklets #1, #3, #4, #11, #16 Filmstrips (Appendix D) "Career World" articles: 9/72, 10/72, 12/72, 3/73, 5/73, 9/73, 10/73, 11/73, 12/73 Cassette recorder with tape	The student will be able to describe in detail at least one occupation in each cluster with at least 80% accuracy.	

General Purpose 1 (continued)

Techniques	Materials	Evaluation	Reference
As a class, choose a speaker to represent one of the occupations under study. (Refer to Appendix C for guide to prepare for speaker.) After checking with the Career Ed. Coord., help class to decide on a field trip to reinforce classroom study of information relative to the above clusters. (Refer to Appendix E for list of possible field trips.) Use filmstrips and movies to add to sources and diversity of approach. (Appendix D) Use prerecorded tapes for information about various occupations. (Refer to Appendix G.) Collaborate with teachers who have the same sections as you in order to establish one "Career Education Notebook."			

SCIENCE

CONSERVATION

General Purpose 2: To become aware of the importance of conservation.

Pupil Objective: The student will:
Identify the important aspects of conservation for the future of society.

Techniques	Materials	Evaluation	Unit Reference
Discussion: Why are conservationists needed in society? Take a field trip to a state park and have the park ranger speak to the class on the importance of conservation (examples: Killen's Pond, Trap Pond, Little Creek Wildlife Refuge). Discussion of solutions to problems mentioned in articles. Make a class contribution toward conservation. Contact a local industry for its concern in ecology and volunteer the services of the class for a short period of time.	Students bring: Newspaper Magazine articles dealing with forest fires and pollution of lakes and rivers. Materials from wildlife and conservation offices, such as state and Federal offices, private industry, university Films and filmstrips Students set up school display of types of pollution prevention found in their area, e.g., buying of returnable soda containers rather than cans.	To evaluate the student awareness of what the speaker has discussed. Test the students on problems in conservation and what is being done to improve the situations.	Chapter 3 or Chapter 20

SCIENCE

CONSERVATION

General Purpose 2 (continued)

Techniques	Materials	Evaluation	Unit Reference
Have a guest speaker from a local industry or from a government agency to speak on pollution.			

SCIENCE

CONSERVATION

General Purpose 3: To become aware of the occupations in conservation.

Pupil Objective: The student will:
Identify at least five careers related to the area of conservation and describe the work related to each.

Techniques	Materials	Evaluation	Unit Reference
Discuss jobs that are familiar with conservation. 1. forest ranger 2. sanitation specialist 3. soil conservationist 4. wildlife specialist 5. horticulturist 6. landscape architect 7. tree surgeon Have a speaker who is in one of the above occupations. Discuss the frustrations of serving people who ignore the importance of conservation. Examples: 1. careless campers 2. highway litter	Career Briefs for occupational study handed out by teacher.	Evaluation sheet pertaining to the speaker Student will identify on a written test at least five occupations related to conservation.	

SCIENCE

CONSERVATION

General Purpose 4: To consider possible positive and negative aspects of the career of a conservationist.

Pupil Objective: The student will:
Describe the advantages and disadvantages of conservation work.

Techniques	Materials	Evaluation	Unit Reference
Students discuss from reading career briefs what the advantages and disadvantages of work in conservation are. Possible advantages: 1. service to society 2. primarily out-of-doors work 3. working for preservation of animals Possible disadvantages: 1. frustration of fighting a losing battle 2. often have little contact with other people, e.g., forest ranger lives within the park in which he is working 3. have to be responsible for other people's actions	Career briefs and related information teachers might have	The student will, on a written test, list at least three advantages and three disadvantages of work in the field of conservation.	

SCIENCE

WATER

General Purpose 5: To know that the earth's water supply has remained relatively constant for millions of years, but that the water on the earth is constantly and continuously being recycled.

Pupil Objective: The student will:
List the effects of man's mismanagement of water, including streams, rivers, lakes, estuaries, oceans, and underground water resources.

Techniques	Materials	Evaluation	Unit Reference
Have students read the five-page handout. List on the board all the ways they use water during the day. Issue to students the handout showing the amount of water used in daily activities. Discussion: How well do we manage this important natural resource?	Reading: "Water: The Environmental Challenge" Ditto: handout of graphs pertaining to water use	List five ways man has mismanaged his water supply. Questions could be asked from reading. Examples: 1. Name five rivers that rank as the most polluted in the U. S. 2. What percent of the earth's water is available for use by man?	Chapter 1 or Chapter 20

SCIENCE

WATER

General Purpose 6: To know ways that can help reduce water pollution.

Pupil Objectives: The student will:

1. Describe the future situation if nothing is done to reduce and stop water pollution.
2. List different ways that can help reduce water pollution and apply some ways to their daily lives.

Techniques	Materials	Evaluation	Unit Reference
Students will view specimens of polluted water collected under a microscope. Students will analyze each specimen for pollution content. Discussion on seriousness of water pollution problem. Group work (4 to 8 students): Examine what an individual can personally do to help reduce water pollution. Appoint secretary in each group to record ideas during session. Then have secretary list the group's ideas on the board.	Microscope Collected samples of polluted water	During an examination the student will describe ten ways that can help reduce water pollution.	Chapter 1 or Chapter 20

SCIENCE

WATER

General Purpose 7: To know about some occupations and professions involved in controlling water pollution.

Pupil Objective: The student will:
Describe three occupations directly associated with controlling water pollution.

Techniques	Materials	Evaluation	Unit Reference
Discussion: relate eliminating water pollution to specific subject of occupations. (Either read or hand out to students job descriptions.) Occupations: 1. aquatic biologist 2. industrial waste inspector 3. power plant engineer 4. sanitarian 5. water purification chemist 6. water treatment plant operator Possible speaker from Water and Air Resources Commission Field trip to a water treatment plant, e.g., Dover or Camden-Wyoming	Ditto: Job description handout	On a written test the student will be able to list at least three occupations related to controlling water pollution and be able to explain something of each occupation.	

SOCIAL STUDIES

SOCIAL STUDIES

General Purpose 1: To develop a knowledge of careers related to social studies.

Pupil Objective 1: The student will be able to identify at least three occupations in each of the following clusters: Transportation, Public Service, and Personal Services.

Techniques	Materials	Evaluation	Unit Reference
Introduce USOE Cluster Concept Approach of grouping all occupations into 15 clusters. (Refer to Appendix A.) Note: Please omit if this has previously been done in another class. Learn to identify occupations in the "social studies clusters" by use of games. (Refer to Appendix B for list of social studies-related occupations.)	Career Concentration Boards (four available) Index Cards, 3" x 5" Directions for playing Career Concentration Directions for playing Career Baseball Popeye Bingo Note: Materials are available in the Career Education Office.	On paper, the student will be able to name the social studies clusters and identify at least three occupations under each cluster with 80% accuracy. Note: Teacher should write about 30 items for pre- and post-test to determine occupational awareness of clusters studied during the career unit. (Refer to Appendix F for sample items.	

SOCIAL STUDIES

General Purpose 1: To develop a knowledge of careers related to social studies.

Pupil Objective 2: The student will be able to describe on paper at least one occupation in each of the clusters, Transportation, Public Service, and Personal Services, giving the following information:

a. Job duties
b. Employment outlook
c. Salary and working hours
d. Entrance requirements
e. Education and/or training requirements
f. Promotion possibilities

Techniques	Materials	Evaluation	Unit Reference
Using career briefs and other sources of information, students will gather facts on the items a-f above. After a period of information-gathering, volunteers will make class reports on an occupation from each of the clusters studied. Using an outline of specific points to cover (see Appendix C), the student may interview a person who is presently employed in a social studies-related career. The student may record the interview and make a report to the class.	Chronicle Guidance Occupational Library in Guidance Office Largo Career Briefs California Occupational Guides Occupational Outlook Handbook Occupational Awareness Kits "Job Family Series" by SRA, Booklets #5, #15, #16, #18, #19 Filmstrips (Appendix D) "Career World" articles: 9/72, 12/72, 1/73, 2,73, 3/73, 11/73, 2/74 Cassette recorder with tape	The student will be able to describe each occupation on paper with at least 80% accuracy.	

General Purpose 1 (continued)

Techniques	Materials	Evaluation	Unit Reference
As a class, choose a speaker to represent one of the occupations under study. (Refer to Appendix C for guide to prepare for speaker.)			
After checking with the Career Ed. Coord., help class to decide on a field trip to reinforce classroom study of information relative to the above clusters. (Refer to Appendix E for list of possible field trips.)			
Use filmstrips and movies to add to sources and diversity of approach. (Appendix D)			
Use prerecorded tapes for information about various occupations. (Refer to Appendix G.)			
Collaborate with teachers who have the same sections as you in order to establish one "Career Education Notebook."			

SOCIAL STUDIES

TRANSPORTATION

General Purpose 2: To become acquainted with modes of transportation in American colonial life and in modern day.

Pupil Objective: The student will:
Describe the types of transportation used in colonial times and today.

Techniques	Materials	Evaluation	Unit Reference
Students will answer several basic questions: 1. Why was a good transportation system necessary to growth and development? 2. What means of transportation did colonists use? What advantages or disadvantages did each have? 3. Why was water travel so vital? 4. What means of transportation are used today that were not available to colonists? The teacher could read aloud to the students about the historical development of transportation in Dover.	Films: 1. "Delaware Industry and Transportation, 1750-1860--With Clack, a Chug" 2. "The Development of Transportation" (Both films obtainable from the State Film Library.) Ditto: "Historical Development of Transportation in Dover"	On a written test, the student will be able to list the major types of transportation used in colonial times.	Chapters 2, 4, 5

SOCIAL STUDIES

TRANSPORTATION

General Purpose 3: To learn of the variety of careers available in the area of transportation.

Pupil Objective: The student will:
Be able to list ten job opportunities in the transportation field.

Techniques	Materials	Evaluation	Unit Reference
The student will be given a list of jobs in transportation by the teacher. The students could be taken on a field trip to Dover Air Force Base to discover the many workers performing different tasks in the operation of a busy airport. Students could tour the local bus terminal to discover the variety of workers. Students could conduct a parent survey to estimate the parents' most favorable mode of transportation.	Largo Career Briefs A list of jobs will be distributed to the teacher for the transportation field. Permission slips for field trips	The student will be able to list ten jobs in the transportation field; also the student will be able to describe the duties of at least five jobs in transportation	

SOCIAL STUDIES

ARMED SERVICES

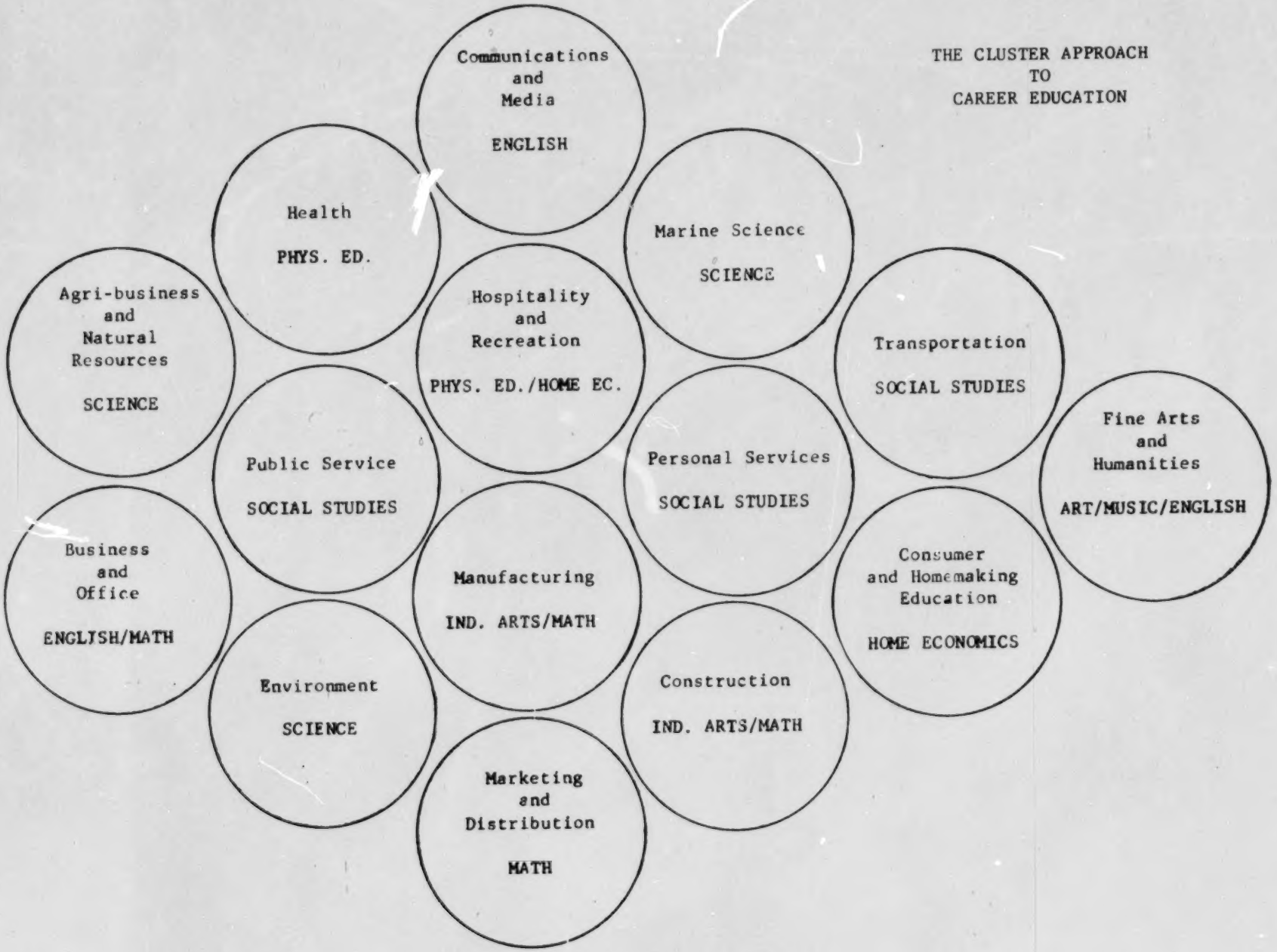
General Purpose 4: To become acquainted with careers in the Armed Services and to contrast these careers with those military careers in the eighteenth century.

Pupil Objectives: The student will:
1. Identify five civilian jobs related to military careers.
2. Describe three military career areas today that were not existing for the eighteenth century soldier.

Techniques	Materials	Evaluation	Unit Reference
Invite a military veteran to speak to the class on the armed forces. The speaker should be a person who has made the military service his career. The speaker should stress the various types of jobs available in the armed forces and how training can be useful in civilian life. Examples: military police - policeman; cook - cook. One or more pupils could report to the class the differences in training and career opportunities of today contrasted with those two centuries ago.	Speaker: possibly a Man and a woman could present careers in the military.	After hearing a speaker on careers in the armed services, pupils will be able to contrast career opportunities of today and the eighteenth century. The students will also be able to indicate five or more civilian jobs related to military careers. Also, the students will be able to describe three military careers today that were nonexistent in the eighteenth century. The speaker's evaluation sheet could be passed out to the students after the speaker has departed.	Chapter 3 Period in History

APPENDIX A

THE CLUSTER APPROACH
TO
CAREER EDUCATION



APPENDIX B

RELATED OCCUPATIONS

Agri-Business & Natural Resources

Agri-Chemicals Inspector
Agri-Engineer
Agri-Journalist
Agricultural Agent
Auctioneer
Agronomist
Animal Nutritionist
Botanist
Blacksmith
Coal Miner
Cooler Operator
Cook
Cotton Farmer
Crop Scientist
Crop-Research Scientist
Dryer Operator
Farm-Business Manager
Small Grain Farmer
Vegetable Crop Farmer
Cotton Farmer
Fruit and Nut Farmer
Tobacco Farmer
Livestock Farmer
Poultry Farmer
Dairy Farmer
General Farmer
Frog Farmer
Worm Farmer
Cricket Farmer
Catfish Farmer
Fishery Operator
Food Chopping Operator
Food Grinder
Food Blender Operator
Feedmill Operator
Food Mixer Operator
Food Cannery Operator
Florist
Forester
Forestry Aide
Forest Ranger
Forest Firefighter
Fork Lift Operator
Farm Equipment Mechanic
Farm Equipment Salesman
Farm Equipment Parts Salesman
Farm Equipment Shipping and Receiving Clerk
Farm Equipment Operator
Grain Elevator Manager
Groundkeeper
Greenhouse Worker
Grader
Greenhouse Proprietor
Horticulturist
Livestock Buyer
Inspector
Lumber Mill Operator
Lumberjack
Meteorologist
Milker
Mining Engineer
Nursery Worker
Meat Smoker
Nurseryman
Oil Rigger
Dairy Husbandman
Ornamental Horticulturist
Poultry Husbandman
Forest Ecologist
Park Worker
Pulp & Paper Technologist
Packer
Rancher
Soil Conservationist
Sales Representative
Stockyard Employee
Soil Tester
Tree Surgeon
Timber Cruiser
Truck Driver
Veterinarian
Vocational-Agriculture Instructor
Artificial Inseminator
Slaughterer
Fur Farmer
Beekeeper
Cropduster

APPENDIX B

RELATED OCCUPATIONS

Business & Office

Accountant, Public
Adding Machine Operator
Auditor
Bank Teller
Billing Machine Operator
Bookkeeping Machine Operator
Bookkeeper
Billing Clerk
Budget Officer
Account Analyst
CPA
Private Accountant
Controller
Court Reporter
Card Verifier
Card-to-tape Converter
Console Operator
Computing Machine Operator
Credit Cashier
Cageman
Credit Manager
Business Machines Repairman
Calculating Machine Operator
Computer Programmer
Duplicating Machine Operator
Data Typist
Executive Secretary
Economist
Correspondence Clerk
Disbursing Clerk
File Clerk
Box Office Cashier
Controller
Grocery Cashier
Auto Data Processing
Computer Equipment Operator
Hospital Administrator
Keypunch Operator
Hotel Clerk
Legal Secretary
Library Technician
Librarian
Medical Secretary
Motel Clerk
Office Clerk
Office Manager
Personnel Assistant
Personnel Clerk
Plant Manager
Personnel Director
Receptionist
PBX Operator
Restaurant Cashier
Retail Store Cashier
Statistician
Stenographer
Systems Analys
Teacher of Business Education
Technical Stenographer
Typist
Tax Accountant
Telephone Operator
Travel Agent
Teacher's Aide

APPENDIX B

RELATED OCCUPATIONS

Communications & Media

Advertising Copy Writer
Advertising Layout Artist
Airport Flight Controller
Announcer
Architect
Blocker
Broadcast Technician
Cameraman
Cable Splicer
Cartoonist
Commercial Artist
Compositor
City Editor
Delivery Man
Etcher
Fashion Editor
Financial Editor
Foreign News Editor
Graphic Artist
Electrical Lineman
Ground Controller
Illustrator
Free Lance Writer
Linotype Operator
Letterer
Lay-Out Artist
Movie & Theater Editor
Newspaper Reporter
Paste-Up & Mechanical Worker
Photographer
Press Assistant
Printing Pressman
Press Operator
Proof Reader
Political Scientist
Photoengraver
Photo Finisher
Radio Operator
Radio-TV Repairman
Proofer
Rewrite Man
Router
Renderer
Society Editor
Sports Editor
Technical Writer
Telegrapher
Telephone Installer
Telephone Operator
Teletypist
Television Producer
Testboardman
Tower Operator
Train Dispatcher

APPENDIX B

RELATED OCCUPATIONS

Construction

Air Conditioning & Refrigeration Mechanic
Architect
Building Architect
Assistant Engineer
Automotive Painter
Assembly Man
Bricklayer
Blueprint Tracer
Bulldozer Operator
Boiler Maker
Building Wrecker
Business Solicitor
Brush Painter
Civil Engineer
Construction Engineer
Contractor
Crane Operator
Carpenter
Cabinetmaker
Construction Worker
Ceramic Spray Painter
Draftsman
Designer
Decorator
Developer
Electrician
Estimator
Expeditor
Erector
Foreman
Fabricator
Finisher (wall & cement)
Flower Painter (crepe paper)
Floor Layer
Heating Mechanic
Heavy Equipment Operator
Hoist Operator
Insulator
Inspector
Job Superintendent
Landscaper
Landscape Engineer
Labor Negotiator
Layout Man
Landscape Architect
Mathematical Technician
Millwright
Machine Mechanic
Office Personnel
Planner
Pan Operator
Production Painter
Painter
Plumber
Plasterer
Project Manager
Purchasing Agent
Roofer
Realtor
Rigger Fit-Up Man
Sheet Metal Worker
Surveyor
Safety Coordinator
Spray Painter
Steel Painter
Stonemason
Space Ship Painter
Tile Setter
Tractor Operator
Tow-Motor Operator
Welder
Water Tower Painter

APPENDIX B

RELATED OCCUPATIONS

Consumer & Homemaking

Bridal Consultant
Butcher
Buyer
Cafeteria Worker
Caterer
Cook Dietitian
Home Economist
Garment Worker
4-H Agent
Fashion Designer
Food Technologist
Domestic Engineer (Housewife)
Interior Designer & Decorator
Manager of Home for Aged
Newspaper Columnist
Nutritionist
Seamstress
Tailor
Visiting Homemaker
Industrial Health Engineer
Fire Prevention Research Engineer
Quality Control Clerk
Safety Inspector
Model
Pattern Grader
Patternmaker
Fabric Designer
Textile Chemist
Upholsterer
Home Economics Teacher
Kitchen Helper
Food Service Worker
Private Household Worker
Maid
Nursemaid
Handyman
Valet
Custodian
Routemen
Hotel/Motel Manager
Radio and Television Service Repairman
Housekeeper
County Home Economics Agent

APPENDIX B

RELATED OCCUPATIONS

Environmental Control

Air Analyst
Air Pollution Inspector
Chemist
Animal Ecologist
Animal Physiologist
Air Pollution Engineer
Climatologist
Botanist
Environmental Health Technician
Ecologist
Fish Culture Technician
Fish & Wildlife Specialist
Fire Crewman
Forest Fire Fighter
Forest Ranger
Forest Ecologist
Electronic Mechanic
Forester
Forest Technician
Game Warden
Gamekeeper
Industrial Meteorologist
Industrial Waste Inspector
Ichthyologist
Herpetologist
Health-Physics Technician
Mammalogist
Meteorologist
Marine Life Technician
Nuclear Technician
Nuclear Engineer
Nuclear Scientist
Ornithologist
Plant Physiologist
Plant Ecologist
Personnel Monitor
Purification Plant Operator
Physicist
Park Ranger
Park Worker
Radiation Monitor
Radiation Protection Man
Radioactivity Technician
Smoke Tester
Soil Conservationist
Range Manager
Sewage Disposal Engineer
Sanitary Engineer
Sanitary Inspector
Taxonomist
Urban Planner
Water Treatment Plant Operator
Weather Clerk
Zoologist

APPENDIX B

RELATED OCCUPATIONS

Fine Arts & Humanities

Actor/Actress
Art Dealer
Artist
Art Director
Art Teacher
Art Librarian
Art Researcher
Art Appraiser
Art History Teacher
Author
Composer
Commercial Artist
Candle Maker
Crocheter
Ceramics
Choreographer
Chorus
Cartoonist
Choirmaster
Concert Singer
Choral Director
Ceramic Designer
Dramatic Coach
Drama Teacher
Dramatic Reader
Dance Instructor
Dancer
Decoupager
Etcher
Engraver
Florist
Fresco Painter
Fashion Designer
Hand Knitter
Heraldry Artist
Illustrator
Jewelry Maker
Lace Maker
Landscaper
Landscape Painter
Lithographer
Leather Tooler
Miniature Painter
Mural Painter
Macrame Creator
Model
Museum Curator
Musician
Music Director
Musical Entertainer
Music Teacher
Motion Picture Narrator
Make-Up Man
Oil Portrait Painter
Orchestrator
Painting Restorer
Orchestra Leader
Popular Singer
Printer
Photographer
Publisher
Product Designer
Pooter
Quilter
Sketcher
Statuary Painter
Sculptor
Stage Director
Story Teller
Set Designer
Singer
Stage Hand
Symphony Conductor
Textile Designer
Weaver
Woodcarver
Watercolor Painter
Arranger
Display Designer
Archeology
Acrobatic Dancer
Ballet Dancer
Ballroom Dancer
Chorus Dancer
Interpretive Dancer
Tap Dancer
Teacher
Writer

APPENDIX B

RELATED OCCUPATIONS

Health

Anesthesiologist
Anesthetist - R. N.
Blood Bank Technologist
Chemical Technician
Chemist
Cytotechnologist
Certified Laboratory Assistant
Clinical Instructor - R. N.
Dental Assistant
Dentist
Dental Hygienist
Dental Laboratory Technician
Dermotologist
Dispensing Optician
Dietitian
First Aid Attendant
Gynecologist
Hospital Administrator
Assistant Hospital Administrator
Histologic Technician
Internist
Lab Technician
Medical Office Assistant
Medical Secretary
Medical Record Librarian
Medical Technician
Medical Supplies Salesman
Medical Technologist
Musical Therapist
Registered Nurse
Licensed Practical Nurse
Nuclear Medical Technologist
Nurse's Aide
Private Duty Nurse
Staff Occupational Health Nurse
Neurologist
Orderly
Optometrist
Optician
Orthopist
Orthodontist
Obstetrician
Ophthamologist
Orthopedic Surgeon
Osteopath
Otholaryngologist
Occupational Therapist
Occupational Therapist Assistant
Pathologist
Physician Assistant
Physician
Plastic Surgeon
Psychiatrist
Pharmacist
Pharmacologist
Physical Therapist
Physical Therapist Assistant
Receptionist
Pediatrician
Recreational Therapist
Surgical Assistant
Ward Clerk
X-ray Technician
Technical Librarian
Surgeon
Veterinarian

APPENDIX B

RELATED OCCUPATIONS

Hospitality & Recreation

Actor/Actress
Athletic Director
Animal Keeper
Amusement Ride Operator
Acrobat
Animal Impersonator
Athletic Coach
Bartender
Bellhop
Bellman
Bat Boy
Boathouse Attendant
Bowling Instructor
Boat Dock Operator
Ballroom Dancer
Cook
Caterer
Conductor
Busboy
Curb Girl
Concession Worker
Announcer
Caddy
Cruise Captain
Dishwasher
Desk Clerk
Doorman
Emcee
Elevator Operator
Food Service Worker
Groundskeeper
Greenkeeper
Gate Keeper
Golf Range Attendant
Go-Go Girl
Guide
Hostess
Hotel Clerk
Hotel Manager
Hotel Maid
Information Clerk
Icemaker
Instrumental Musician
Jockey
Lifeguard
Locker Attendant
Musician
Manager
Magician
Marina Occupations
Motel Manager
Parlor Matron
Poolroom Attendant
Pier Manager
Public Relations
Projectionist
Park Attendant
Park Patrolman
Parking Lot Attendant
Playground Director
Professional Athlete
Restaurant Manager
Recreation Attendant
Referee
Recreation Director
Range Master
Ranger
Short-Order Cook
Soda Jerk
Social Director
Switchboard Operator
Stewardess
Score Keeper
Swimming Instructor
Skating Rink Iceman
Ski Lift Operator
Ski Instructor
Swimming Pool Serviceman
Singer
Trainer
Time Keeper
Ticket Taker
Ticket Salesman
Turnstile Attendant
Tennis Court Attendant
Travel Guide
Travel Agent
Tour Guide
Umpire
Usher
Waiter/Waitress
Ventriloquist
Zoo Keeper

APPENDIX B

RELATED OCCUPATIONS

Manufacturing

Assembly Line Worker
Bookbinder
Coremaker
Ceramic Engineer
Chemical Engineer
Chairman, Board of Directors
Designer
Draftsman
Director
Department Supervisor
Dying Foreman
Dock Worker
Employment Coordinator
Electrical Engineer
Electrician
Electroplater
Electric Motor Repairman
Engineer
Comptroller
Foreman
Foundryman
Industrial Designer
Industrial Engineer
Inventory Clerk
Jeweler
Knitting Supervisor
Layout Man
Legal Affairs Manager
Line Supervisor
Labor Relations Manager
Machine Operator
Machinist
Mechanical Engineer
Metalurgy Engineer
Mining Engineer
Millwright
Mechanic
Machinery Repairman
Maintenance Manager
Manufacturers' Representative
Manufacturers' Service Representative
Marketing Analyst
Mathematical Technician
Molder
Operating Engineer
Patternmaker
Pipe Fitter
Process & Product Inspector
Planner/Programmer
Painter
Petroleum Extractor and Processor
Power Truck Operator
President & Asst. to President
Personnel Manager
Plants Manager
Purchasing Supervisor
Purchasing Agent
Quality Control Manager
Quality Control Clerk
Researcher
Research Development Manager
Scientific Engineer
Systems Analyst
Set-Up Man
Stationary Fireman
Stockman & Part Man
Sales Manager
Procurement Manager
Safety Manager
Sanitation Engineer
Secretary
Supervisor of Public Relations
Store Manager
Safety Coordinator
Store Owner
Sales Personnel
Seamstress
Tool & Diemaker
Treasurer
Traffic Control Manager
Training Coordinator
Truck Driver
Upholsterer
Welder-Cutter
Vice-President in charge of Production
Wholesale Dealer

APPENDIX B

RELATED OCCUPATIONS

Marine Science

Aquaculture Technician
Aquarist
Catfish Farmer
Clam Dredgeman
Deck Support Technician
Deep Sea Diver
Estuarine Research Assistant
Fish Hatchery Manager
Fish Farmer
Fisheries Management Specialist
Fisherman
Dulser
Geologist
Geophysicist
Hatcheryman
Irish Moss Bleacher
Irish Moss Gatherer
Kelp Cutterman
Lab Technician
Limnology Laboratory Technician
Line Fisherman
Marine Biologist
Marine Geologist
Marine Biology Technician
Marine Engineering Technician
Marine Pollution Research Assistant
Marine Products Salesman
Marine Quality Control Technician
Meteorologist
Net Fisherman
Oceanographer
Oceanographic Instrumentation Technician
Oceanographic Laboratory Technician
Oyster Floater
Photogrammetrist
Public Fish Pond Operator
Pearl Diver
Research Mechanic
Seine Fisherman
Specialized Fisherman
Shellfish Grower
Shellfish Bedman
Sponge Hooker
Sponge Clipper
Shrimp Fisherman
Scientific Support Party Chief
Sea Duty Technician
Senior Conservation Technician
Trap Fisherman
Teacher
Underwater Technician
Whaler

APPENDIX B

RELATED OCCUPATIONS

Marketing & Distribution

Account Executive
Advertising Copy Writer
Advertising Manager
Automobile Salesman
Broker
Buyer
Copywriter
Commercial Artist
Cashier
Counterman
Display Artist
Department Manager
Dock Worker
Bagger
Fashion Designer
Grocery Checker
Demonstrator
Insurance Agent
Inventory Clerk
Inventory Control Personnel
Layout Man
Loader
Media Director
Model
Messenger
Purchasing Agent
Public Relations Man
Realtor
Research Director
Retail Salesman
Real Estate Salesman
Routeman - Retail & Residential
Sales Clerk
Salesman
Sales Manager
Stock Clerk
Sign & Billboard Occupations
Statistician
Shipping & Receiving Clerk
Stacker
Teller
Telephone Solicitor
Unloader
Vending Machine Occupations
Window Displayer
Wholesale Trade Salesman
Weigher
Wholesaler
Auctioneer

APPENDIX B

RELATED OCCUPATIONS

Personal Services

Apartment Manager
Appliance Serviceman
Air Conditioning & Heating Repairman
Alterations Tailor
Aide at Children's Home
Alterations Worker
Barber
Babysitter
Beauty Operator
Bellman
Bell Captain
Building Custodian
Butler
Butcher
Caterer
Cook & Chef
Cosmetologist
Chaufeur
Companion
Custodian
Clergyman
Camp Careers
Consumer Counselor
Case Worker
Dry Cleaner
Day Care Center Worker
Dressmaker
Dietician
Diet & Nutrition Consultant
Employment Counselor
Extension Agent
Funeral Director
4-H Club Worker
Food Demonstration Worker
FBI Agent
Fireman
Home Economist
Home & Equipment Consultant
Hospital Attendant
Hotel Housekeeper
Assistant Housekeeper
Household Manager
Interior Decorator
Insurance Salesman
Governor
Jewelry Repairman
Kindergarten Teacher
Kindergarten Operator
Laundress
Lawyer
Laundry Worker
Laboratory Worker
Locksmith
Meat Cutter
Model
Maid
Marriage Counselor
Nursemaid
Nursery Operator
Private Household Worker
Plumbing Repairman
Placement Officer
Psychologist
Practical Nurse & Auxiliary Nursing Worker
Rehabilitation Counselor
Religious Education Worker
Research Worker
School Counselor
Seamstress
Self-Employed Child Care Worker
Shoe Repairman
T. V. & Radio Repairman
Textile Consultant
Tailor
Test Kitchen Worker with Food Companies
Watch Repairman

APPENDIX B

RELATED OCCUPATIONS

Public Service

Able Bodied Seaman
Aviation
Administration Personnel
Appraisal & Condemnation Worker
Animal Shelter Operator
Bailiff
Clergyman
Corrections Officer
Clerk Recorder
CIA Agent
City Planner
Commissioner
Congressman
Cabinet Member
City Manager
Customs Inspector
College Professor
Child Day Care Center Worker
Civil Service Employee
Deputy
Dispatcher
Diplomat
Educational Consultant
Fireman
FBI Agent
FBI Agent Lab Technician
FDA Employee
Guidance Counselor
Governor
Government Aide
Game Protector
Gunner
Health Center Employee
Health Inspector
Imigration Inspector
Judge
Lawyer
Librarian
Legislator
Lobbyist
Licensing Employee
Military Officer
Mental Hospital Employee
Mayor
Media Consultant
Nursing Home Employee
Navigation
Probation Officer
Penalogist
Policeman
Patrolman
Physician
President
Post Office Worker
Principal
Pharmacist
Petty Officer
Politician
Research Worker
Revenue Worker
Registrar of Deeds
Social Worker
Solicitor
Security Guard
Sheriff
Sanitarian
Superintendent
Submarine Sailor
Ship Pilot
Ship's Surgeon
Signalman
Town Clerk
Tax Collector
Teacher
Teacher's Aide
Torpedoman
U. S. Marshall
Warden
Welfare Worker
X-ray Technician
Yeoman

APPENDIX B

RELATED OCCUPATIONS

Transportation

Airline Dispatcher
Aircraft Mechanic
Air Traffic Controller
Air & Spacecraft Designer
Air & Spacecraft Manufacturer
Aerospace Worker
Automobile Body Repairman
Automobile Mechanic
Auto & Bus Designer
Auto Painter
Auto Trimmer & Installation Man
Able Seaman
Astronomer
Brakeman
Bridge & Building Worker
Bus Driver
Baker
Baggage Handler
Co-Pilot
Conductor
Clerk
City Planner
Cook
Chief Steward
Carpenter
Deckhand
Diesel Mechanic
Flight Engineer
Fireman
Fireman/Water Tender (Ship)
Ground Radio Operator & Teletypist
Electrician
Hotel Clerk
Instrument Repairman
Insurance Salesman
Longshoreman
Locomotive Engineer
Licensed Merchant Officer
Machine Trade Worker
Merchant Seaman
Messman
Navigator
Ordinary Seaman
Pilot
Parts Salesman
Power Truck Operator
Oiler
Public Relations Manager
Railroad Vehicle Designer
Railroad Vehicles Manufacturer
Recreational Vehicle Designer
Recreational Vehicle Manufacturer
Routeman
Service Station Attendant
Stewardess
Station Agent
Signal Department Worker
Track Worker
Tower Man
Subway Worker
Shipyard Worker
Taxi Driver
Travel Agent
Truck Driver
Ticket Agent
Traffic Engineer
Traffic Agent & Clerk
Telegrapher
Truck & Bus Manufacturer
Truck & Bus Mechanic
Taxi Dispatcher
Wiper
Utilityman

APPENDIX C

SUGGESTED OUTLINE FOR SPEAKERS OR REPORTS

1. Nature of work
2. Educational qualifications:
    - A. High School
    - B. Post-high School
3. Cost of training
4. Personal qualifications
5. Working experience needed
6. Employment outlook
7. Working conditions:
    - A. Location (inside or outside)
    - B. Personnel with whom you work
8. Job responsibilities
9. Daily routine
10. Are there quotas to be met? (Just where applicable)
11. Salary:
    - A. Starting
    - B. After five years
    - C. Possibilities for advancement
12. Changes of advancement
13. Company benefits
14. Job locations
15. Disadvantages
16. Attractive features
17. Why did you choose this career?
18. Where to go for more information (Give associations and addresses)

APPENDIX D

FILM LOOPS

All-Round Machinists
Assembly Occupations (Electronics)
Automobile Mechanics
Automotive Body Repairmen
Bricklayers
Carpenters
Cooks and Chefs
Cosmetologists
Customer Service Occupations (Electric Power Industry)
Electricians
Forestry Aids
Operating Engineers
Over-the-Road Truckdrivers
Plumbers and Pipefitters
Salesmen and Saleswomen in Retail Stores
Sheet Metal Workers
Telephone and PBX Installers and Repairmen
Television and Radio Service Technicians
Transmission & Distribution Occupations (Electric Power Industry)
Waiters and Waitresses
Welders - Oxygen and Arc Cutters

FILMSTRIPS

Automation
Careers in Health
Careers in Science
Civil Service Jobs
Fixing a Flat Tire
The Gas Station Attendant
Jobs in Mathematics
New Career Opportunities
The Nurse's Aid
Salaried Worker or Self-Employed
The School Cafeteria Worker
Skills That Pay Off
Spotlight on You
Stocker in a Supermarket
The Waitress

Are You Looking Ahead?:
How About Being an Electronics Assembler?
Would You Like to Sell?
Want to Work in a Laundry?
Do You Like Flowers?
Would You Like Hospital Work?
Do You Love Animals?

APPENDIX D

FILMSTRIPS (continued)

How About Office Work?
Do You Like Sports?
How About Being a Key Punch Operator?
Would You Like to Be a Cashier?

SOUND FILMSTRIPS/RECORDS

American Airlines: Little Woman (Airline Stewardess)
Art Careers in Advertising
Babysitting: The Job - The Kids
Birth of a Pattern
A Career in Fashion Distribution
Careers in Fine Arts
Careers in Graphic Arts
Careers in the World of Computers
Careers in Drafting
Collegiate Education for Business
Engineering Technology
An Education in Engineering and Applied Science
Your Future in Elementary School Teaching
Jobs for You: It's Happening in Home Economics
Jobs and Gender
The Look is Natural
A New Look at Home Economics Careers
The Collegiate Nursing Program
Your Future in Nursing
Music: A Teaching Career
People Who Create Art
People Who Help Others
People Who Organize Facts
People Who Work in Science
Careers in Photography
Careers in School Food Service
Preparing for an Interview
Retail Buying
Retailing Serves the Consumer
An Overview of Technical Education
Careers in Television
Trouble at Work
2001: A Space Odyssey
Writing Careers in Advertising: A Career as a Copyrighter

SOUND FILMSTRIPS/CASSETTES

Choosing Your Career
Getting and Keeping Your First Job
High School Course Selection and Your Career
Job Attitudes: A Job That Goes Someplace

SOUND FILMSTRIPS/CASSETTES (continued)

Job Attitudes: Liking Your Job & Your Life
Job Attitudes: Why Work at All?
What You Should Know Before You Go to Work
Your Job Interview

Comes in a Box - Jobs in the Health Service:
Medical Photographer
Radiology Technician
Dental Laboratory Technician
Dental Assistant
Medical Laboratory Assistant
Optometric Assistant
Optical Technician
Nurse's Aid

Education for Occupations:
Working in a Service Station
Working in a Supermarket
Working in the Printing Industry
Working in Food Services
Working with Business Machines
Working in Building Maintenance
Working in Manufacturing
Working in a Hospital

World of Work: Vocational Opportunities:
What Is Your Future in the Changing World of Work?
Receptionist
Automobile Mechanic
TV and Radio Repair
Tool and Die Maker
Electrician
Printer
Sheet Metal Worker
Automotive Sales Representative
Cook
Data Processing Clerk
Sheet Metal Worker - Building Trades
Medical Assistant
Real Estate Sales

Hospital Job Opportunities:
Inhalation Therapy Technician
X-Ray Technician
Nuclear Technician Trainee
Medical Assistant
Nurse's Aid

APPENDIX D

SOUND FILMSTRIPS/CASSETTES (continued)

Nurse
Hospital Food Service Workers
Diet Clerk and Fry Cook
Maintenance Mechanic & Electrician & Custodian
Hospital Administrative Jobs

Basic Office Practices & Procedures:
The Working World of a Secretary
Memos, Mail and the Telephone
Filing and Basic Office Systems
Basic Office Machines
Helping Your Boss Get More Done
Dealing with People

Careers in Aerospace:
Jet Engine Mechanics
Airline Ticket Agent
Passenger Service Representative
Flight Engineer
Skycap and Baggage Handler
Aircraft Maintenance Mechanic
Stewardess
Aerospace Sales Representative
Aircraft Maintenance and Food Services
Control Tower Operator
Jet Captain
Air Freight Agent

The Financial Marketplace:
Institutions We Deal With
The Different Forms of Business
Going into Business
What Is the Stock Market
How Does the Stock Market Work?
What It Means to You

Building Trades Workers:
The Exterior Painter
The Interior Painter
The Roughing Carpenter
The Finishing Carpenter
The Concrete Block Layer
The Plasterer
The Sider
The Brick Layer
The Plumber
The Roofer

APPENDIX D

SOUND FILMSTRIPS/CASSETTES (continued)

Careers in the Fashion Industry:
Who Needs Fashion?
Jobs - Lots of Them
Careers in Design and Merchandising
Careers in Manufacturing
Careers in Retailing
Careers in Promotion
Careers in Media
Making Your Career Decision

APPENDIX E

FIELD TRIPS

Introduction

Presently, there is no county or area coordinating agency for planning field trips into the industrial sector of this community; however, there is an effort being made in this direction upstate.

Several New Castle County industrial firms have underwritten the expenses of a full-time coordinator who has experience in both industry and education. The main thrust of his role, which has been to act as a liaison between these two entities, has been quite successful. Already his contacts have been instrumental in opening some doors of industry which have never before been opened to the public schools.

When officials of these firms realized that they would be cooperating with many other firms in a effort to aid education, when it was realized that they would not be asked to bear the entire impact of this career educational thrust, it became much easier for them to take affirmative action.

Even though this coordinated effort is not yet a reality in Kent and Sussex Counties, there is great anticipation on the part of many who would like to see this resource developed; that it would be developed within the next two years.

On the following pages, lists of field trips have been prepared with an asterisk marking those trips actually taken. Those trips not marked represent suggested trips to firms, agencies, or establishments which have not yet been contacted. An initial contact must be made by the teacher or the career education coordinator. Please write in any suggestions for your own convenience.

APPENDIX E

FIELD TRIPS

English

Delaware State News - Dover

Caesar Rodney School District
Secretaries

Gneral Foods Corp. Business
Office - Dover

Wesley College Business Office -
Dover

Delaware State College Business
Office - Dover

Kent County Vocational Center
Business Office - Woodside

Del. Tech. - Kent Campus, Dover

Sears Business Office - Dover

State Highway Department Business
Office - Dover

Kent County Levy Court Business
Office - Dover

Department of Public Safety
Business Office - Dover

Penney's Business Office - Dover

Woolco Business Office - Dover

Dover Air Force Base Business
Office - Dover

Secretaries in Law Offices - Dover

Playtex Business Office - Dover

City Hall Business Office - Dover

Chesapeake Utilities Corp.
Business Office - Dover

International Latex Corp. Business
Office - Dover

Diamond State Telephone Co. - Dover

APPENDIX E

FIELD TRIPS

Home Economics

*King Cole Cannery - Milton

*Ace Dress Manufacturing - Milford

*Milford Stitching - Milford

*Birch Dry Cleaners - Camden

*Loumar, Inc. - Dover

*Mark 7 Seafood, Inc. - Houston

*Danneman's - Dover

*Kauffman's Furniture - Camden

*Penney's - Dover

Howard Furniture Co. - Dover

Nap and Spence Furniture Co. - Dover

Kent Vo.-Tech. Center - Woodside

Delaware State College - Dover

*Caesar Rodney School Cafeterias

APPENDIX E

FIELD TRIPS

Industrial Arts

*State Highway Dept. - Dover

*Nanticoke Homes - Greenwood

*General Foods Corp. - Dover

*General Metalcraft - Smyrna

*Del. Tech. - Kent & South
Campuses, Dover, Georgetown

Greenwood Cabinet Works - Greenwood

R & O Kitchen Cabinets - Dover

Kent Vo.-Tech. School - Woodside

Simpson's Lumber Co. - Camden

Harman Lumber Co. - Dover

APPENDIX E

FIELD TRIPS

Math

*General Foods Corp. - Computer Section - Dover

*Burris Frozen Food - Harrington

Hartnett Lumber Co. - Dover

Harman Lumber Co. - Dover

Simpson Lumber Co. - Camden

Camden-Wyoming Supply - Camden

Wickes Lumber - Dover

Farmers Bank - Dover

Bank of Delaware - Dover

Wilmington Trust - Camden

First National Bank of Wyoming - Wyoming

Delaware Trust - Dover

Artisans' Savings Bank

Wyoming Supply Co. - Wyoming

Townsend Chevrolet - Dover

Safeway Market - Dover

A & P Supermarket - Dover

Lowe's - Dover

Lawnside Carpets - Dover

Del. Tech. - Kent Campus - Dover

Kent County Vocational Center - Woodside

State Highway Dept. - Dover

Scott Paper Co. - Dover

City Hall of Dover

Chesapeake Utilities Corp. - Dover

Delaware State College - Dover

Wesley College - Dover

APPENDIX E

FIELD TRIPS

Music

Marion Tracey Dance Studio

Dover Cinema Theater

B & B Music Service - Camden

J's Music Center, Inc. - Dover

Tingle Music Co., Inc. - Dover

Kimball Music Center - Blue Hen Mall, Dover

Al's TV - Blue Hen Mall, Dover

Lafayette Radio Electronics - Rodney Village Shopping Center

Wesley College Music Dept. - Dover

Delaware State College Music Dept. - Dover

APPENDIX E

FIELD TRIPS

Science

*Bayside Marine Lab - Lewes

*"Sea Beside Us' Marine Lab - Milford

*General Foods Corp. - Dover

*Planetarium at Wm. Henry Middle School - Dover

*Cape Henlopen State Park - Lewes

*Caulk Dental Laboratories - Milford

*Water Treatment Plant - Frederica

Bombay Hook National Wildlife Refuge - Leipsic

*Delaware State College Farm - Dover

*Tower Road Marine Collecting Area - Rehobeth

*Papen Farm - Wyoming

*Haas Farm - Dover

*Killen Pond State Park - Felton

*Dover Air Force Base Weather Station

*Geology Dept. of Univ. of Del. - Newark

*"Solar One" - Univ. of Del. - Newark

Delaware State College Science Lab - Dover

Wesley College Science Lab - Dover

Agricultural Station - Georgetown

Department of Agriculture - Forestry

Department of Agriculture - Meat Inspection

Department of Agriculture - Plant Pathology

Department of Agriculture - Poultry and Animal Health

Department of Agriculture - Seed Laboratory

Department of Agriculture - State Veterinarian

Dover Downs - Animal Care - Dover

APPENDIX E

FIELD TRIPS

Social Studies

*Legislative Hall - House and Senate - Dover

*Delaware State Museum - Dover

*Hall of Records - Dover

*Delaware State Police Academy - Dover

*Dover City Police - Dover

*Kent County Levy Court - Dover

*Camden-Wyoming Post Office - Camden-Wyoming

*Island Field Site Archaeological Facility - Frederica

Anthropology Dept. - Univ. of Del. - Newark

Crescent Farms Nursing Home - Dover

Courtland Manor Nursing Homs - Dover

Caesar Rodney School District Classrooms

Law Offices - Dover

Mayor of Dover

Supreme Court Building - Dover

Magistrate Court #7 - Dover

Smyrna Home & Hospital - Smyrna

Delaware Agency to Reduce Crime - Dover

Delaware State Police - Camden

Department of Community Affairs and Economic Development

Federal Employment - Dover

Social Security Office - Dover

Internal Revenue Office - Dover

State Correctional Institution - Smyrna

Delaware Youth Center - Dover

Mental Health Office - Dover

Hospital for the Mentally Retarded - Stockley

Family Court - Dover

Fire School - Chestnut Grove Road

Department of Elections - Dover

Capitol Green Day Care Center - Dover

Kiddie Kollege Day Care Center - Dover

Doll House Day Care Centers I & II - Dover

City Hall - Dover

Senior Citizens' Center - Dover

Superior Court - Dover

John Dickinson Mansion - nr. Magnolia

Zwaanendael Museum - nr. Lewes

APPENDIX E

FIELD TRIPS

Special Education

*Penney's - Dover

*Social Security Office - Dover

Quality Motel - North & South - Dover

Sheraton Inn

Holiday Inn Motel & Restaurant

Howard Johnsons Restaurant - Dover

Ramada Inn

Dinner Bell Restaurant

Blue Coat Inn Restaurant

Kirby & Holloway Restaurant

Caesar Rodney School District Cafeterias

Caesar Rodney School District Custodial Staff

Berry Van Lines - Dover

Brady Transfer & Storage - Dover

Blue Hen Janitorial Service - Dover

Powell Brothers Janitorial Service - Dover

Choice Custodial Service - Dover

Quick Car Wash - Dover

APPENDIX F

SAMPLE TEST ITEMS*

1. Which of the following does NOT require special schooling:
   a. cab driver
   b. nurse
   c. computer programmer
   d. barber

2. Which of the following requires the LEAST training:
   a. hair stylist
   b. secretary
   c. pilot
   d. mailman

3. A college education is NOT required to be a:
   a. chemist
   b. doctor
   c. carpenter
   d. architect

4. Which of the following works closest with a STEWARDESS:
   a. travel agent
   b. author
   c. photographer
   d. pilot

5. Which of the following is NOT in the field of CONSTRUCTION:
   a. architect
   b. mechanic
   c. carpenter
   d. surveyor

6. Which of the following works mainly with AUTOMOBILES:
   a. carpenter
   b. pilot
   c. chemist
   d. mechanic

7. Which of the following has to know the MOST about mathematics:
   a. lawyer
   b. pilot
   c. doctor
   d. secretary

8. Which of the following spends the MOST time serving food:
   a. stewardess
   b. waitress
   c. cook
   d. nurse

9. Which of the following is in the field of CONSTRUCTION:
   a. doctor
   b. soldier
   c. carpenter
   d. saleslady

10. Which of the following requires the LEAST training:
    a. athlete
    b. policeman
    c. mechanic
    d. milkman

11. A college education is usually needed to be a:
    a. mailman
    b. lawyer
    c. mechanic
    d. farmer

12. Which of the following is NOT in the field of EDUCATION:
    a. teacher
    b. lawyer
    c. counselor
    d. principal

APPENDIX F

SAMPLE TEST ITEMS*

13. Which of the following works MOST with groups of people:
    a. mailman
    b. secretary
    c. teacher
    d. chemist

14. Which of the following does NOT require special schooling:
    a. cab driver
    b. nurse
    c. computer programmer
    d. barber

15. Which of the following is in the field of ENTERTAINMENT:
    a. policeman
    b. mailman
    c. actor
    d. barber

16. Which of the following works closest with a PILOT:
    a. architect
    b. mechanic
    c. surveyor
    d. accountant

17. Which of the following has to know the MOST about grammar:
    a. secretary
    b. mechanic
    c. surveyor
    d. engineer

18. Which of the following requires the LEAST education:
    a. chemist
    b. lawyer
    c. teacher
    d. saleslady

19. Which of the following is NOT in the field of GOVERNMENT SERVICE:
    a. politician
    b. musician
    c. mailman
    d. policeman

20. Which of the following is NOT in the field of ART:
    a. illustrator
    b. typist
    c. designer
    d. sculptor

21. Which of the following works closest with a GEOLOGIST:
    a. landscaper
    b. teacher
    c. surveyor
    d. doctor

22. Which of the following works closest with an AUTHOR:
    a. teacher
    b. mailman
    c. librarian
    d. editor

23. Which of the following is in the field of COMMUNICATION:
    a. cook
    b. telephone operator
    c. athlete
    d. mechanic

24. It is usually necessary to serve as an apprentice to become a:
    a. waitress
    b. biologist
    c. plumber
    d. salesman

*Taken from Delaware's Occupational-Vocational Education Model Career Development Learning Units - Middle School

APPENDIX G

PRERECORDED TAPES

Bank Clerk/Teller
Cashiers/Electronic Computer Operators
Draftsman/Newspaper Reporter
FBI Special Agents/Police Officers
Federal Civilian Government Worker I, II
Foresters/Forestry Aids
Geologist/Geophysicists
Life Scientists/Biochemists
Mathematicians/Statisticians
Meteorologists/Oceanographers
Plasterers/Plumbers & Pipefitters
Radio-TV Announcer/Broadcast Technician
Roofers/Sheet Metal Workers
State Police Officers/Fire Fighters

Exploring the World of Work:
Introducing the World of Work - 40,000 Occupations, Planning
Introducing the World of Work - Approach to Studying Occupations
Outdoor Interest Occupations - Forestry, Agriculture, Recreation
Mechanical Interest Occupations - Engineer, Construction, Production Managers
Computational Interest Occupations - Accountant, Statistician, Computers
Scientific Interest Occupations - Engineer, Biologist, Health Scientist
Persuasive Interest Occupations - Sales, Advertising, Reporter
Artistic Interest Occupations - Commercial Art, Fine Art, Architecture
Literary/Musical Occupations - Writers, Librarian, Musician
Social Service Occupations - Clergy, Social Worker, Teaching
Clerical Interest Occupations - Secretary, Bookkeeper, Travel Agent
Women in Work - Planning Double Career, Education Need, Future Trends

Planning Beyond High School:
Education as a Continuing Process
The Need for Planning
Getting a Job - Now
Apprenticeships and On-the-Job Training
Careers in the Military Service
Vocational Education
Technical Schools
The Community and Junior Colleges
About Colleges and Universities
The State College or University
The Private College or University
Extension, Evening, Correspondence and Workshop Study

Preparing for an Office Job:
So You Want to Be a Secretary
Grooming and Dress
Effective Work Habits (Personal)

APPENDIX G

PRERECORDED TAPES

Effective Work Habits (Techniques)
Telephone Techniques
Dictation Habits
Getting Along with People
Meeting the Public
Analysis of Office Occupations
Hunting an Office Job
Job Interview
Adjusting to the Job

World of Work 1: On the Job:

A. "New on the Job" (with Discussion Tapes A-1, A-2)
   The First Few Days
   Getting Help and Information
   My Man, My Creep
   Too Much Talk
b. "Dealing with Supervisors" (with Discussion Tapes B-1, B-2)
   Don't Blow Your Cool
   The Magic Words That Get You Fired
   Excuses
   Supervisors Are Human, Too
C. "The Rules of the Game" (with Discussion Tape C)
   Money, Money, Money
   Company Rules and Company Customs
   Stick Up for Your Rights
D. "Moving Up or Out" (with Discussion Tape D)
   Promotions
   Giving Notice
   The Fast Exit

World of Work 2: Getting a Job:

Contacting Job Interviewers
The Agency Interview
Words You Must Learn
What You Need to Know to Fill Out an Application Form
Job Interview Skills: Making a Good Impression
Job Interview Skills: Selling Yourself
Job Interview Skills: The Positive Approach
Job Interview Skills: Handling Difficult Questions
Job Interview Skills: The Wrap-Up
(Discussion Tapes A, B, C)